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ABSTRACT

This compilation of materials represents the major activities of the Washington Center for the Improvement of the Quality of Undergraduate Education between 1985 and 1988. The volume includes: (1) a proposal to the Ford Foundation for funding to promote collaborative projects between two- and four-year colleges related to faculty development, enhancing coherence in the curriculum, and interinstitutional articulation; (2) reports to the foundation on Center activities, such as faculty exchanges, teacher seminars, the development of a guide to exemplary instructional improvement programs, and interdisciplinary programs at participating colleges; (3) a summary of expenditures; (4) interim and final reports by external evaluators; (5) information on evaluation methodology and instruments; (6) a list of Center committees; (7) sample newsletters; (8) a fact sheet on the Center; (9) a list of faculty exchanges; (10) information on the quarterly conferences held by the Center on learning communities, critical thinking, and thinking and writing; and (11) reports on curriculum development or learning community programs at Bellevue Community College, Fairhaven College at Western Washington University, North Seattle Community College, and Tacoma Community College funded with seed grants from the Ford Foundation. (AYC)

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Washington Center
for the Improvement of the Quality of
Undergraduate Education

Final Report to the Ford Foundation

1986-88

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Volume II: Washington Center Activities, 1985-88

The Evergreen State College
Olympia, Washington 98505

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VOLUME II: WASHINGTON CENTER ACTIVITIES 1985-88

A. Proposal to the Ford Foundation

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PROPOSAL
to the
FORD
FOUNDATION
for
TWO-YEAR, FOUR-YEAR COLLABORATIONS
in
FACULTY DEVELOPMENT AND CURRICULUM PROJECTS
of the
WASHINGTON CENTER
for the
IMPROVEMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

Patrick J. Hill
Barbara Leigh Smith
THE EVERGREEN STATE COLLEGE
Olympia, Washington

December 1985

Introduction

Rita Phipps, an English instructor at North Seattle Community College, wrote an unsolicited "thank you" letter last December to a dean at The Evergreen State College. She spoke of having "learned an exciting new way to approach writing and student creativity," of an increase in her own creativity as a writer, and of an enrichment of herself as a teacher and as a person. As she returned with one of her colleagues to set up similar programs on her own campus, she described the two of them as feeling "like missionaries, bringing our new enlightenment into the hinterlands." More recently, Rachel Levine, a nutritionist at Seattle Central Community College, wrote in a self-evaluation which she shared with her colleagues:

> How very privileged all this is! What a very special experience was afforded me in being part of the ongoing Ceremony of Evergreen...It may mean survival for many, and certainly has extended my half-life as a teacher. I deeply appreciate every morsel and moment.

These reports, provided in full context in Appendix A, while more effusive than others, are not random or unplanned instances of faculty renewal. They are part of what Julie Hunger, Vice Chancellor of the community college district in which the two women teach, describes as "a contagious fervor among our faculty" for participation in the Evergreen-initiated Washington State Center for the Improvement of the Quality of Undergraduate Education (WASCIQUE). The fervor began in February 1984 when the twelve-member instructional council of Seattle Central Community College (SCCC), concerned with the revitalization of the liberal arts, decided to visit Evergreen. A faculty exchange was set up. In the spring of 1984, Jim Baenen, a professor in anthropology, and Valerie Bystrom, a professor in English, came to The Evergreen State College (TESC) on an exchange from SCCC. The two visitors taught together along with a member of the Evergreen faculty in a program called "Thinking Straight." Like all of Evergreen's "Coordinated Studies" programs, "Thinking Straight" was interdisciplinary, team-taught, narratively graded, and (in terms of the number of credits) the sole and total commitment of both the faculty and the enrolled students.

From this seemingly modest exchange, there has evolved a system-wide "multiplier effect" that approaches a geometric progression. As was anticipated by the SCCC faculty and administrators who had proposed the exchange with Evergreen, the experience in this challengingly different environment was so capitivating and transformative that similar opportunities for other SCCC faculty, both at the Evergreen campus and on their own campus, had to be sought. In the following quarter, two more faculty journeyed south to Evergreen to team-teach with Evergreen faculty in interdisciplinary programs: April Eng, a specialist in Early Childhood Education at SCCC, taught with a biologist, a psychologist, and a nutritionist from the Evergreen faculty in a full-time program called "Human Health and Behavior," while the aforementioned Rita Phibbs from NSCC (which had heard of the exchange from SCCC and demanded participation) taught with an Evergreen psychologist in a program callaed "Metaphors, Dreams and Language." At the same time, on the campus of SCCC, Jim Baenen and Valerie Bystrom, the original visitors to Evergreen, teaching with an artist and an economist visiting from Evergreen, offered the first Interdisciplinary Studies (IDS) program on their home campus. The program, modeled thoroughly after Evergreen's "Coordinated Studies," chose thetheme "The Making of Americans."

In the following quarter, the program was offered again, this time taught by Rita Phipps, now visiting from the North Seattle campus to SCCC; the aforementioned April Eng; and two first-time participants from SCCC: oceanographer Allison Duxbury and historian Dan Petersen. The Interdisciplinary Studies Program, described in a newspaper article attached as Appendix B, is now a regular part of the SCCC curriculum involving 80 students and four faculty each time it is offered. By the end of this academic year, the activities which began in March 1984 will have involved over sixty faculty from about eight campuses. In every case the faculty are teaching with at least one new colleague and in most cases, teaching in teams and communities for the very first time. Many of those communities will continue as coherent oases in the otherwise fragmented curriculum of the community college system. Over one thousand students will have been affected.

This proposal seeks funding to cover second-stage start-up costs of the Washington State Center for the Improvement of the Quality of Undergraduate Education, the institute which has generated all this exciting activity in Washington state. The funds in question, supplemented by an existing grant from the Exxon Foundation and by contributions from participating institutes, will focus on faculty and curricular development in the community colleges by means of this now well-tested but still innovative approach to inter-institutional exchanges involving two- and four-year colleges.

The proposal is divided into five parts:

I. The Background of the Washington State Center: Rationale, Assumptions About the Process of Change, and Overall Goals. Although the present proposal seeks funding for only a subset of Center Activities, the activities are fundamentally conceived and animated by the philosophy and strategies of the Center.

II. The Transformation of Context: Faculty Development, Curricular Coherence, and Inter-institutional Articulation in the Models of the Center. The vehicle of reform in the Center is the one or another version of a learning community. Detailed and explicit attention is given to how the experience of faculty and students is different and renewing in the learning communities; and to how the problems of curricular coherence in the community colleges and institutional articulation are transformed.

III. Current and Proposed Activities. The Center has generated an amazing amount of activity in its brief history. This section names the personnel and the programs of academic year 1985-86 and projects similar activities of the proposed funding period.

IV. Budget. This section details the proposed expenditures of the Ford grant and the matching contributions to be made by the participating institutions.

V. Appendices:

A. Evaluative materials from Rita Phipps and Rachel Levine.
B. Article about SCCC's Interdisciplinary Studies Program.
C. Two models of learning communities: Coordinated Studies and the Federated Learning Communities.
D. A typical week in the Interdisciplinary Studies program at SCCC.
E. Letter to Richard Johnson, Exxon Foundation, with 1985-86 budget for WASCIQUE.
F. Letters of support for WASCIQUE.
G. Contact persons for institutions participating in WASCIQUE's activities.
H. Vita of Barbara Leigh Smith, Director of WASCIQUE.
I. Vita of Patrick J. Hill, Vice President and Provost of TESC.

I. The Background of the Washington State Center.

The Washington State Center for the Improvement of the Quality of Undergraduate Education originated in June, 1985. In response to a proposal from over a dozen colleges and in response to start-up funds provided by the Exxon Foundation, the state legislature endorsed the idea, located the Center on the campus of The Evergreen State College, and encouraged the participation of all schools in the effort.

A. The rationale for this in large measure grows out of the long standing concerns of Evergreen to re-shape higher education and out of the numerous partnerships and exchanges which have been established toward that end over the past several years. The more immediate occasion for the creation of the Center, however, was the spate of self-critical reports of higher education published in the past eighteen months, particularly the National Institute of Education's (NIE) Involvement in Learning, the National Endowment for the Humanities' To Reclaim a Legacy, and American Association of Colleges' Integrity in the College Curriculum. We extracted seven strains of criticism and commentary running through these reports. These strains, elaborated more fully in our March proposal to the Ford Foundation, are as follows:

1. **Mismatched expectations of students and faculty as to the nature of undergraduate education.** In brief, what faculty members are rewarded to do well is quite different from what many good undergraduates are expecting in the classroom. Two of the most damaging aspects of the mismatch are of central concern to this proposal: the unrewarding and wasteful mismatch of a research-oriented, discipline-focused faculty with a career-oriented student body lacking an academic heritage; and the destructive mismatch of a non-interventionist pedagogy with the fundamental passivity of the students.

2. **Lack of relationship or coherence among most of the courses taken by a student outside his/her major.** The individual isolated course, standing on its own and too often created out of the research interests of the professor, deprives the students and the teacher of a wider system of coherent curricular support which would relate the fragmented disciplines to each other and reinforce the significance of what is being taught.

3. **Lack of resources and opportunities for faculty development.** Due to dwindling resources and an aging faculty, higher education has entered a steady state in many colleges. It has not been able to renew itself by hiring younger faculty trained to address new problems with new methods. At the same time, social change is proceeding with increasing speed.

   Recent evidence indicates that faculty vitality should be an increasing concern. A new study by the Carnegie Commission reports that nearly 40% of the nation's faculty are considering leaving the profession. Nearly 2/3 felt that they had no impact on institutional decision-making.

The insular attitudes and organization of higher education are partly responsible for much of this devitalization of faculty. Departmental, divisional, and institutional boundaries impede the transfer of knowledge within institutions and across institutional boundaries. The dominant model is of the individual faculty working in isolation. Teaching is, for too many, a profoundly lonely enterprise, lacking a larger sense of purpose and community. It is instructive to note how discordant this model of the isolated faculty member is with the reality of the contemporary world in which interdependence and group problem-solving are increasingly important.

4. **Inadequate intellectual interaction between faculty and students and between students and students.** Research has established that educational success depends heavily on the frequency of interaction with faculty. In most institutions, interaction between faculty and students is infrequent, and too often limited to exams and term papers which are too mechanical and routinized to have significant educational impact. Furthermore, interaction among students is seldom based on shared academic experience and goals, thus eliminating a major source of intellectual stimulation.

5. **The growing complexity and interdependence of the problems we face.** As John Kemeny, former president of Dartmouth and chairman of President Carter's commission investigating the Three-Mile Island disaster, put it:

> ...[We] desperately need individuals who can pull together knowledge from a wide variety of fields and integrate it in one mind. We are in an age when we are facing problems that no one discipline can solve...What we'd like our best students to be able to do is to walk in on a problem they know nothing at all about and by working hard in six months, become fairly expert on it. (New York Times, May 18, 1980)

With increasing frequency, critics point out the need for interdisciplinary learning, problem solving skills and the development of analytic abilities suited to deal with a rapidly changing world.

6. **A non-completion rate in colleges and universities that has reached alarming proportions.** According to the NIE's report, "only half of the students who start college with the intention of getting a bachelor's degree actually attain this goal." If we are to preserve our democracy in a complex and highly technological world, we need an educated citizenry more than ever. If we wish to preserve the gains made in recent decades to assist minorities to participate in significant ways in our society, then we must pay special attention that the disadvantages of unequal starting points and access be overcome in our educational efforts.

7. **Shrinking budgets, a professional reward system, and internal patterns of resource allocation which reinforce and perpetuate the dominance of all the structural flaws mentioned above.** The system favors large classes at the entering level and minimal interaction between faculty and students. It also favors specialized and fragmented departmental research and research priorities over pedagogical ones.

B. The assumptions guiding the work of the Washington Center reflect years of experience with fostering change and painful awareness of the constraints upon the process of change. The most important of these assumptions, again presented more fully in our March proposal to the Foundation, are as follows:

1. **The need for low-cost approaches.** It is unrealistic, particularly in states like Washington with struggling economies, to expect massive infusions of money to finance educational reform. We must seek instead low cost, internal transformations which amplify existing strengths and improve teaching effectiveness.

2. **The strategy for leveraging change.** Those interested in change ought not to wait passively for it to occur. Neither can they purchase it with money or prestige, an approach which will encourage unrooted and temporary change. The Center's strategy is patterned after the federal Fund for the Improvement of Postsecondary Education: identify crucial needs or problems in higher education; provide small amounts of money and collegial recognition to assist institutions which have serious, long-term commitments and institution-specific ideas for responding to those needs; and develop means of sharing and evaluating the experimental responses.

3. **The need for a systems-perspective and for boundary-crossing mechanisms.** Educational institutions frequently act as if they are totally autonomous, an increasingly inaccurate description of our situation.

   The emerging patterns of student enrollment should make us recognize our interdependence. Students move through loosely connected systems as they progress through our educational institutions. And although it is increasingly rare for students to attend only one institution in their college career, articulation between institutions is frequently difficult. In some states, legislatures have been forced to establish binding regulations on transfer.

   Most significant educational issues can no longer be resolved by a single institution. Any attempt to increase the percentage of people graduating from college, for example, must involve a partnership between the state's two- and four-year schools because such a significant portion of our students spend their first two years in the community college system. This is true of 55% of our students in Washington. Similarly, discussion of reforming general education to revitalize the liberal arts has not sufficiently addressed the basic fact that the community college is the place where more than half of the students in our state will fulfill their general education requirements.

The leveraging resources of the Washington Center, it should be noted, are not limited to seed money. We see the faculty exchange mechanism, the faculty who move into teams in other institutions, as a vitally important resource for curricular innovation, faculty development, and revitalization. The Center's ability to broker faculty exchanges through well established personal relationships between faculty and administrators in different institutions is probably our most valuable resource.

4. **Faculty as the essential focus of reform efforts.** For many schools, an aging and largely steady-state faculty is the norm. To think of hiring our way into quality or reform by replacing existing faculty is unrealistic. The teachers we have now are an undeveloped, but essential resource. The development of effective programs for existing faculty is a prerequisite for improving undergraduate education.

5. **The single-most effective vehicle for providing students and faculty with the assistance needed to improve effectiveness, and the single-most effective vehicle for amplifying scarce resources within a single-campus or statewide system is the creation of learning communities.** The focus on learning communities is consistent with the findings of the NIE Study Group: "Every institution of higher education should strive to create learning communities, organized around specific intellectual themes or tasks." (page 33) These learning communities are not conceived of or proposed as total or near total replacements for the current structure of the undergraduate curriculum. At one extreme, the communities are small, developmental units which affect large percentages of an institution's faculty. At another extreme, approached to date only at LaGuardia Community College in New York City, the communities are the institution's recommended entry route for all non-vocationally oriented students.

   This proposal is based on two well-tested models of learning communities. The two models hold the following things in common: they are each interdisciplinary, problem-focused, team-taught, high feedback systems utilizing as the basic unit of instruction the integrated quarter or semester rather than a collection of four to five isolated and often unrelated courses. The two models are described at some length in Appendix C.

C. The Washington Center was established with a clear vision about what the educational issues are affecting the quality of undergraduate education, with a clear sense of the parameters of reform, and with specific goals in response to these issues. We define the goals of the Washington Center as the following:

...To provided opportunities for all colleges and universities in the state to share information and expertise in ways which will amplify the strengths which exist throughout the system.

...To facilitate inter-institutional collaborations and exchanges when they serve to share expertise and reduce program duplication.

...To disseminate successful models for improving undergraduate education. The Center is especially concerned with the model of learning communities and will assist institutions in setting up model programs on their campuses.

...To create opportunities for faculty development, especially in newly emergent areas of concern.

...To promote articulation among Washington's colleges and universities, especially between the state's two- and four-year institutions.

...To promote excellence, experimentation, and innovation in undergraduate education.

II. **The Transformation of Context**: Faculty Development, Curricular Coherence, and Inter-institutional Articulation in the Models of the Center.

The Involvement in Learning study sponsored by the National Institute of Education recommended that all colleges establish learning communities, organized around specific intellectual themes or tasks. This recommendation was related to the study's other conclusions that effective undergraduate education requires the following reforms: more personal contact between faculty and students on intellectual issues, greater use of active modes of learning that require student responsibility, more systematic guidance and advising, a greater emphasis on the liberal arts, a stress on the development of integrative and analytic abilities, and more assessment and feedback on performance.

Learning communities have been developed at a number of institutions in the U.S. The Coordinated Studies model of learning communities, based on earlier experiments of Alexander Meiklejohn, began at Evergreen in 1971 and inspired the Federated Learning Communities "movement" in 1976. The federated model, until recently referred to as "the exportable version of Coordinated Studies," began at SUNY-Stony Brook and has since been replicated at Rollins College, Denison University, the University of Maryland, the University of Tennessee, LaGuardia Community College, Daytona Beach Community College, Gallaudet College, Lesley College and several other institutions. All report that the federated programs have been very successful in terms of increasing coherence in the curriculum, faculty development, and in creating a renewed sense of community in their institutions.

The most important thing to convey about the learning communities, especially those fostered by the Washington Center, is that they are not ends-in-themselves. Rather, they are means to an end, vehicles through which the fundamental ills of higher education are addressed. The learning communities constitute a basic reorganization of the method of delivering higher education and hence of the patterns of association of all the constituencies and inter-constituencies of higher education: faculty and faculty, students and students, and faculty and students.

It is through new and challenging patterns of association, ones which eschew the isolating and unchallenging patterns of traditional academic organization and which are based on judgments of what needs to be taught and learned in our highly interdependent and complex contemporary world, that renewal flows. Releasing the pent up potential of peer-teaching and peer-learning in problem-focused teams of faculty and students, the learning communities thus become a mechanism for simultaneously addressing faculty development and curricular coherence. When they cross traditional divisional barriers, they become means of revitalizing the liberal arts in the context of general education. When the learning communities are inter-institutional, as almost all of them are, they become a new model of articulation. When the focus of the inter-institutional exchange includes community colleges with high minority populations, the potential is created of bringing more minority students into upper-division activity.

A. Faculty Development: How Teaching Differs in Learning Community Programs

The advantages that result from having faculty teach in integrated programs can best be introduced by comparing the typical teaching patterns for full-time community college faculty with their teaching experience in an integrated learning community model program.

Community college faculty typically teach three five-credit classes that meet five days a week for 50 minutes each. The average class size is approximately 35 students in each class. Faculty are likely to teach as many as six sections of the same introductory class each year; as one 43 year-old English faculty remarked, "the only thing I see between retirement and now is 125 sections of English 101 and 102."

The schedule of a typical full-time faculty in English at Seattle Central Community College would be as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:50	Eng 102-I	Eng 102	Eng 102	Eng 102	Eng 102
9:00 - 9:50	Eng 102-II	Eng 102	Eng 102	Eng 102	Eng 102
10:00 - 11:00	Office hour--				
11:00 - 11:50	Eng 120	Eng 120	Eng 120	Eng 120	Eng 120

English 102 (English Composition) would typically be run as a small class at a maximum of 25 students, while English 120 (Modern World Literature) would have a class limit of 35. This faculty would be working with 85 different students during the quarter. He/she would be teaching one of the three or four classes a full-time student would take. In most cases, the number of different students a faculty would work with each quarter would be larger than this example because class size is lower in English Composition courses. In addition to meeting his/her three classes each day, the typical faculty member is required to hold one open office hour each day. In many cases the faculty, like the students, disappear from the campus at noon each day. It is relatively rare for a class that is scheduled in the afternoon to enroll fully.

How does teaching in the learning community differ from the above pattern? In terms of the Center's concern to generate low-cost approaches to reform it doesn't differ quantitatively, i.e., in terms of student credit hours carried by the faculty. Qualitatively, however, there are substantial differences in the way and intensity with which the faculty interact with students and colleagues and the degree of integration they experience in their teaching situation. Instead of teaching three unrelated courses to three sets of different and non-interacting students, faculty in the interdisciplinary program teach a 16-credit integrated program with four colleagues to a group of 80 students. Because faculty are responsible for the entire quarter of the students' work, they develop a greater stake in the students and a different sense of their own personal accountability.

The faculty invest more, and they willingly broaden their roles. We observe this in the greater time they spend planning and advising and in the "extra" activities they take on, such as program potlucks and picnics. The learning community is therefore a full load for both the faculty and the students.

The following is the schedule for SCCC's IDS program, Fall quarter, 1984 and will be typical of all learning communities in the community colleges:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 11:00	Lecture	Lecture	Work Day	Image workshop	Lecture
12:00 - 1:30	Book Seminar	Writing Workshop		Book Seminar	Faculty Seminar

Note: Morning sessions are large group, team activities, attended by all students and faculty. Afternoon sessions are run by individual faculty in smaller groups. The specific content of a typical week in this Fall quarter is spelled out in Appendix D.

In the traditional classroom, there is only one teacher, one disciplinary perspective, and one pedagogical approach. Faculty interact with one another infrequently and almost always outside the classroom. Teaching in this traditional pattern can be a profoundly lonely and redundant experience; it seldom encourages faculty development or the transfer of knowledge between faculty.

In learning communities like IDS, by contrast, four faculty are constantly together in all phases of the teaching process. They co-plan the content and pedagogical approach of the program. And while some of the content-requirement of the traditional curriculum is retained, it is a newly created curriculum in important respects. The act of creation with one's peers is in itself an important act of faculty development. The creation process results in a more vital curriculum. There are weekly two- or three-hour seminars in which the faculty team meet alone to discuss the major book of the week in preparation for student seminars. Significant differences in perspective--disciplinary, institutional, and pedagogical--contribute to growth and new learning for students and faculty alike. A professor in the social sciences develops new approaches to teaching writing in his courses as a result of teaching in the interdisciplinary program with a gifted faculty in English. A political economist learns new ways to integrate visual literacy into his teaching.

On a daily basis, faculty observe and contribute to each other's lectures and workshops. When a point in a colleague's lecture is obscure, one of the other faculty asks a probing question. Faculty report a sense of acute anxiety and excitement as they face their first lecture before colleagues. There are highs and lows as they take risks and learn from one another. An attitude of openness is encouraged, and students come to see that multiple points of view are a reality of everyday life. Faculty mirror to the students the fact that they too are learners, that learning is an ongoing need. The approach says that we are interdependent and need each other's point of view. In almost every instance the faculty come back from the interdisciplinary experience stimulated, transformed, and eager for more.

This approach radically alters the amount of firsthand collegial feedback the faculty experience. Validation, as well as constructive criticism, results, and a sense of scholarly community is re-created. An enormous transfer of knowledge results from teaching in this format, and a new type of faculty community is established. This is a radical transformation of the typical faculty member's experience.

B. Coherence in the Curriculum

The typical schedule of the undergraduate student at a community college or elsewhere in the first and second year is that of four or five unrelated, non-interacting courses. For the teacher, as well as for the student, the courses stand (or fall) on their own, unsupported by each other or by any over-riding curricular plan which would confer a degree of significance on the elements of the enterprise. A reference to Ralph Ellison or Hazel Henderson in one course is unsupported in others which precede in seeming indifference to the importance alleged for those authors in one of the student's courses. The disciplines, separated from a holistic context of inquiry, seem to the uninitiated as arbitrary divisions or hurdles.

In learning communities, the individual courses are planned to relate to an over-arching, problem-focused theme. All the teachers, aware of and involved with the reading lists and objectives of each member of the team, support what is happening in each course or segment of the unified program. The disciplines, each contributing a valuable perspective to the understanding of a problem, suddenly cohere as complementary tools. While falling short of the college-wide consensus sought by those in the general education movement, the learning communities go far beyond the fragmentation and sterility of distribution requirements and expose the students to a variety of disciplines in a context where the value of each is obvious. For example, instead of an isolated Philosophy 101 in which the professor has assigned what she/he thinks is important, the student sees a vital philosophy interacting with (say) economics and biology in exploring problems in contemporary medicine. Specific examples of thematic coherence are given in Section IV of this proposal.

There is a further curricular coherence in the learning communities, that of skill and content. All of the 16 credits in a program are related. Skill teaching in writing, for example, draws directly on the content of the larger program. Communication skills, directly tied into significant substantive questions, acquire a new vitality and significance. From the student and faculty perspective, the quarter has a coherence that is too often lacking when skill and content courses are not related.

C. Articulation

Traditional faculty exchanges depend for the renewal impact on changes of locale and perhaps schedule. The Center's exchanges are immersions in an intensive community of scholars who bring different perspectives to a shared interest. Development occurs as a function of constant collegial feedback and of the somewhat unavoidable exposure to complementary and challenging perspectives on the subject matter and pedagogy which centrally animates one's professional life.

The positive impact of the learning communities on a single institution has been proven at places like Stony Brook, LaGuardia Community, and Rollins. The Washington Center, building on these successes and on the extensive exchange networks of The Evergreen

State College, has transformed the concept of learning communities into a vehicle for faculty and curricular development at a great number of institutions. The inter-institutional character of the learning communities offers three dramatic escalations of the reform potential of the single-insitution communities and of traditional faculty-exchange programs:

1. A system is enabled to share the particular strengths of a single institution. Evergreen, for example, has pioneered the integration of computer skills with the traditional foci and values of a liberal education. Placing an Evergreen faculty member with that knowledge in a learning community at another institution or bringing a professor from another institution into Evergreen's community of "Society and the Computer" enables that knowledge to begin to permeate the entire system. Similar strategies can be used to re-train faculty in vital and emergent area, where an institution does not have strength (e.g., Latin American culture) without reliance on the now futile hope of massive infusions of money for new faculty.

2. To the extent that seed money is used wisely, used to leverage change and to solidify creative developments in particular institutions, the intervention of the Center can have a dramatically progressive impact. Toward that goal, the Center has insisted that participants in the exchanges with Evergreen must have institutional commitments to replicate the efforts on their own campus in the following year. Thus, a visitor to a learning community at Evergreen or Seattle Central, herself offered the opportunity to learn new material, to re-conceive old material in new perspectives, and to learn new pedagogies, will have the obligation to share those experiences with three colleagues in a learning community on her own campus. The geometric progression of the Center's strategy is best illustrated by the Evergreen-Seattle Central story.

3. Faculty exchanges of this sort constitute a quantum leap in approaches to the articulation of two- and four-year colleges. The boundaries between the institutions become more and more permeable as large numbers of faculty are exchanged and begin to view the students, the programs, and the faculty of another institution as part and parcel of not just a single system, but virtually a single college. In the section which follows, the extent and frequency of the inter-institutional exchanges are detailed.

III. Current and Proposed Activities

The activities of the Center for which this application seeks support have three overlapping foci: faculty development, curricular coherence and inter-institutional articulation between the two- and four-year colleges. More specifically, the activities are of the following sorts:

1. Dissemination and educational efforts of the central staff.

2. Conferences and workshops providing advice and information to those interested in beginning or already committed to experimenting with learning communities.

3. Inter-institutional exchanges which place inexperienced faculty in the most developed learning communities or which place experienced faculty with teams which are just beginning to work with the learning community models.

4. Advice, support and information-sharing for administrators and faculty with operative learning communities on their campuses.

A. 1985-86 Activities

In the 85-86 year, the Center generated a degree of activity to merit enthusiastic description (quoted on the opening page of this proposal)as a "contagious fervor" sweeping over the faculty in the State of Washington. Building on the experiences and exchanges of Evergreen, the Center was able to attract over a hundred people from 16 different colleges to its inaugural conference, to generate substantial intra-state exchanges, and perhaps more importantly to obtain long-term commitments to learning community experiments at several colleges. The list which follows should give a sense of the extent of the activities, the novelty of the situations into which faculty are being placed, and the breadth of disciplines involved, the curricular innovation at several sites, and the potential impact of that innovation on the liberal arts in community colleges.

A Summary of Learning Community Activities Generated by the Center in 85-86:

1. Fall

"Great Books" Program at TESC
Jim Harnish (NSCC-History)
Charles McCann (TESC-English)
David Hitchens (TESC-History)
Gilbert Salcedo (TESC-History)

"Human Development" Program at TESC
Phyllis Haas (SCCC-Child Development)
Sandra Simon (TESC-English)
Greg Stuewe-Portnoff (TESC-Psychology)
Helena Knapp (TESC-English)

"Modern Thought, Image and Feeling: Europe 1900-1940" IDS Program at SCCC
Mark Levensky (TESC-Philosophy)
Hiro Kawasaki (TESC-Art History)
Dan Keller (SCCC-History)
Valerie Bystrom (SCCC-English)

"War" Program at TESC
Bob Harmon (SU-History)
Rudy Martin (TESC-English)
Mark Papworth (TESC-Anthropology)
Bob Sluss (TESC-Biology)

Total number teaching with new partners Fall quarter = 16.

2. Winter

"Latin America" IDS Program at SCCC
Sandra Hastings (SCCC-English)
Dan Keller (SCCC-History)
Rachel Levine (SCCC-Nutrition)

"Feeding the World" Federated Model Program at SCCC
Dan Peterson (SCCC-History and Geography)
Allison Duxbury (SCCC-Oceanography)
Hal Pelton (SCCC-Geology)
Valerie Bystrom (SCCC-English)

"Great Cities" Federated Model Program at TCC
Margaret Gribskov (TESC)
Yun-Yi Hoh (TCC-Asian Studies)
Richard Lewis (TCC-English)

Total number faculty involved Winter quarter = 10.

3. Spring

"Perspectives on American Culture" Program at TESC
Audrey Wright (SCCC-English)
Gail Tremblay (TESC-Art and Literature)
Doris Loeser (TESC-Film)
Craig Carlson (TESC-English))

"Counseling the Culturally Different" Federated Model Program at TESC
Victor Shames (TESC-Chemistry)
Terry Tafoya (TESC-Psychology)
Rosalie Reibman (TESC-Educational Psychology)
Callie Wilson (TESC-Health)

"Management and the Public Interest" IDS Program at TESC
Jerry Zimmerman (LCCC-Law)
Paul Mott (TESC-Sociology)
Art Mulka (TESC-Public Administration)
Gerry Lassen (TESC-Economics)

Chris Gilbert (TESC-Business)
Patricia Bliss (TESC-Accounting)

Interdisciplinary Program at NSCC
Nancy Taylor (TESC-History)
Jim Harnish (NSCC-History)
Tom Kerns (NSCC-Philosophy and Psychology)
Rita Phibbs (NSCC-English)

"Myths" IDS Program at SCCC
Susan Aurand (TESC-Art)
Sandra Hastings (SCCC-English)
Jim Baenen (SCCC-Anthropology)
Nancy Finnley (SCCC-Psychology)

FLC Program at TCC
Gwen Harris (TCC-Music)
Richard Lewis (TCC-English)
Margaret Gribskov (TESC-Education)

Federated Model Program begins at WWU
Staff TBA (4)

Federated Model Program begins at CCC
Staff TBA (4)

The total number of faculty teaching in 85-86 in quarter-long environments with at least one new colleague is 64. Almost all of these not at TESC are teaching in learning communities for the first time. The total number of students involved in the above programs is almost 1300.

B. Projected 1986-87 Activities (assuming requested level of funding)

1. Continuation of the quarterly conferences for participating institutions. The agenda and format for these conferences will be based upon the expressed interests and needs of the participating institutions. The level budgeted assumes that approximately fifteen institutions will remain actively involved in the Center's programs and that 75-100 people will attend the seminars. The budget includes adequate funding to allow us to bring in several outside consultants while also relying extensively on local talent.

2. The continuation of learning community programs at the following institutions: Tacoma community College and The Evergreen State College Bridge Program, Seattle Central Community College, North Seattle Community College, The Evergreen State College, Western Washington University.

   A word about three of these campuses, each of which is assuming greater importance from day to day in the activities of the Center, may be useful.

a. Seattle Central Community College. In 1985-86, SCCC made a long-term commitment to the regular offering of an interdisciplinary program for 80 students at Seattle Central. Now in its fourth quarter of operation, the SCCC program was begun as an attempt to revitalize the liiberal arts and to provide opportunities for faculty development.

In the Winter of 1986 an additional learning community, called "Feeding the World" and based on the federated learning community model will be added in the sciences to serve 40 students.

Seattle Central has assumed increasing leadership in the community college system. Two high points of the current year were a two-day off-campus retreat at Mount Rainier in the early fall at which more than 35 faculty and administrators from District Six (consisting of three colleges: Seattle Central, North and South Campuses) discussed future directions for interdisciplinary programs and how to accomodate burgeoning faculty interest in teaching in the program. The interdisciplinary program has been central in initiating new dialogue throughout District Six and opening up new positive discussions between faculty and administrators.

b. North Seattle Community College. In Spring 1986, NSCC will initiate an interdisciplinary program at the behest of a large number of faculty responding enthusiastically to the SCCC experience. This program will serve 80-100 students and be taught by four faculty, including one from Evergreen. North is particularly interested in seeing this program become a more coherent means of meeting the general education requirements for its vocational programs. During Winter quarter various workshops will be offered to prepare students and faculty for the initiation of the new program in the spring. North views this program as an ongoing commitment.

c. Tacoma Community College. In January 1986 an ongoing interdisciplinary "Bridge Program" between TCC and Evergreen will open. This integrated, 16-credit per quarter curriculum will serve 40 students. It will be team-taught by faculty from TCC and Evergreen. Preregistration figures for Winter quarter indicate that the students in this program are about two-thirds adult, first-generation college blacks and one-third women returning to college who are in their mid-30's and early 40's. The program will be offered on Evergreen's downtown Tacoma campus. The "Bridge Program" is designed to provide the lower-division work prerequisite to entering Evergreen's upper division program in Tacoma which serves a predominantly black population. The theme of the Bridge Program this year is "Great Cities of the World." The program will explore the history, literature, and art of major cities in the Far East and Western Europe with particular focus on transitional periods in their histories.

This model program is being established for faculty and curricular development purposes, but as importantly to address the need to increase the baccalaureate graduation rate among blacks in Pierce County. While Evergreen's Tacoma campus is ideally located and staffed (half the faculty are black or Asian), to serve this audience, it is an upper-division program which requires that students have 90 credits of previous college work to enroll. Many of the prospective students lack the 90-credit minimum to enter. The Bridge Program will meet this need while still giving the students the opportunity to work with TCC and Evergreen faculty on the site of the upper-division program. With regard to articulation: the program requires that TCC and Evergreen interface their curriculum over the course of the next several years.

3. The initiation of new learning community programs at four additional schools. The Center will provide planning advice to at least five colleges. The most likely candidates at this point appear to be Bellevue Community College, Edmonds Community College, Green River Community College, the University of Washington, and Centralia Community College.

4. Continuation and expansion of faculty exchanges. Housing subsidies for up to four faculty are built into the grant request. Additional funding is being sought for these exchanges. We estimate that as many as 20 faculty will be involved in faculty exchanges in academic year 1986-87..

5. Continuation by the Center of technical assistance to institutions interested in using its services. This function will expand as the Assistant Director moves closer to a full-time appointment (for which additional funding is being sought).

The Center, it should be noted, it should be noted, has a broad agenda. While the activities described in this proposal will remain its central concerns for the next several years, with additional funding it will attend to activities of a complementary sort. Chief among those activities would be the following: formative and summative evaluation of impact on faculty and curriculum; integrating of student services into the learning communities; generating support for interdisciplinary studies in general; the showcasing and dissemination of exemplary programs which have potential for improving the quality of undergraduate education.

IV. Budget

	Ford	Institutional
A. Operating Costs of the Center		
1. Personnel		
- Director (.25)		13,500 (TESC)
- Assistant Director (.40)	10,000	
- Clerical	1,500	1,500 (TESC)
- Fringe Benefits (21%)	2,415	2,835 (TESC)
2. Other		
- Goods and Services	3,000	
- Travel	3,000	2,000 (TESC)
- Quarterly Conference Series	6,000	6,000*
- Equipment	800	
- Awards for Excellence (3 @ $500)	1,500	
Sub-Total	28,215	25,835
B. Start-up Support for Participating Colleges		
1. Housing Assistance for Exchange Faculty (4 @ $700 quarter)	2,800	
2. Seed or Leveraging Money (released time, consultants, travel)	20,000	See Budget Notes
Sub-Total	22,800	
C. Support for Learning Community Programs on Individual Campuses		
1. Tacoma Community College		
Partial replacement costs for Master Learner from TESC for Bridge Program	8,000	41,413 (TESC)
TCC Faculty for Interdisciplinary Bridge Programs		12,000 (TCC)
Travel	1,000	
Goods & Services	1,000	500 (TCC)
Consultants	1,000	
Clerical		450 (TCC)
Administration		2,000 (TCC)
Space		650 (TESC)
Total	11,000	57,013

REPORTS
TO THE
FORD
FOUNDATION
OF
ACTIVITIES

OCTOBER 1986

MARCH 1987

JULY 1987

October 13,1986

TO: Patrick Hill
FROM: Barbara Leigh Smith
SUBJECT: Summary of Work Under the Ford Foundation Grant

The following is a summary of our work under the Ford Foundation Grant to share with Allison Bernstein at your meeting later this week. I hope you can convey the spirit of the strong and growing statewide involvement in the Center's work.

Faculty Exchanges:

At this point we have faculty exchanges in place or planned involving the following institutions: Evergreen, Seattle Central, North Seattle, Bellevue,Lower Columbia, Centralia, University of Washington, Western Washington University, Tacoma Community College, Seattle University, Whatcom Community College, and (hopefully) Skagit Valley Community College, and South Puget Sound Community College.

These exchanges are, for the most part, on-going commitments since many of the institutions have found them to be very worthwhile. It is interesting to note that a number are partnerships between two and four year institutions. These exchanges have been particularly productive in creating dialogue about the relationship of the lower and upper division curriculum. A growing number of exchanges are beginning to take place between institutions other than Evergreen. The actual number of exchanges changes almost daily but at this point we estimate that we will have 43 exchanges over the period from March 1986 to June 1988. These exchange faculty will, in turn, team teach with others, with the exchange thereby impacting +120 receiving faculty.

These exchanges have been very low cost with the Center providing only a small housing supplement for faculty needing to pay for housing away from home. It is hard to describe how revivifying they have been for almost all of the faculty involved.

Model Programs: Model programs are in place for Fall quarter at Seattle Central, North Seattle, Tacoma CC-Evergreen (a bridge program focusing on adult minorities), Evergreen-WWU (a new model teacher certification program), Centralia, Seattle University, and being planned for subsequent quarters at Bellevue, Tacoma, Western Washington University, and Lower Columbia. The course sharing consortium between Evergreen and SPSCC has also been expanded. Together these programs will involve an estimated 1045 students. Most of these programs involve inter-institutional efforts, either in terms of staffing or cross listing and collaboration.

These model programs represent a substantial effort at creating a new kind of curricular coherence in both content and process in the participating schools. Simply because of the larger curricular building blocks they work with they are generating broad discussion about what is essential in a general education. Large scale experimentation is taking place on how to better intrgrate skill teaching and how to increase the active involvement of commuter students in the educational process. The Center is serving as a central medium for the participating institutions to share their experiences, thereby amplifying the effect of any single institutional experience.

Each of the model programs is described in greater detail below.

Seminars: The Washington Center continues to hold a variety of statewide and local seminars. The schedule of seminars since April 1986 is as follows:

1. May....Two day planning retreat for 50 faculty teaching in model programs in Fall 1986
2. June...briefing on Washington Center for schools in Eastern Washington
3. September...Assessment seminar for faculty teaching in model programs in Fall 1986
4. September...Zelly workshop at Shoreline Community College on learning communities
5. September...Zelly workshop on learning communities at Tacoma Community College
6. October....Three day Training Workshop on Perry approach to cognitive development
7. October...Association for General and Liberal Studies presentation on curricular coherence in model programs by five community colleges
8. November...Assessment seminar for programs starting winter
9. November...Bellevue Communtiy College seminar on interdisciplinary programs and how to support them (in house seminar)
10. January...Seminar for deans and division chairs on interdisciplinary programs
11. January...District Six faculty planning retreat on interdisciplinary programs
12. February...Assessment seminar for programs starting spring quarter
13. May...Two day Planning retreat for programs beginning Fall 1987

Other seminars are in the process of being planned.

Newsletters: The Washington Center will continue its quarterly newsletter with the next two issues focusing on assessment and coherence in the undergraduate curriculum. Response to our first newsletter was very positive.

Exemplary Programs: We are working with the Inter-institutional Committee of Academic Officers to produce a guide to exemplary programs and institutional efforts to improve the quality of undergraduate education. We are planning to see how Washington institutions measure up against the major recommendations of the national studies on higher education. A series of monographs will be produced outlining institutional efforts across the State in various areas such as assessment, writing and analytic reasoning, advising,etc.

Presentations:
We made major presentations to many groups including the staff of the State Board for Community College Education, the State Board itself, the Higher Education Coordinating Board, the American Association for Higher Education, the California Higher Education Coordinating Board, and others.

Evaluation and Assessment:
With the assistance of an Evaluation subcommittee we have designed an evaluation and assessment approach that is highly useful for assessing the impact of this project and providing immediately useful information to the teaching and learning process. We have designed a four prong approach to evaluation. First, three external evaluators have been selected to do a site visit and respond to a written document. One of these external reviewers works with the Center on a more ongoing basis to develop the evaluation system. The external reviewers we hope to use are Ted Marchese, Alexander Astin and Faith Gabelnick.

The second prong of the evaluation effort is directed at understanding faculty development as it occurs in the project. This is ascertained through direct interviews with participating faculty and administrators and journal writing that the faculty are producing.

The third aspect of the project focuses on student development and learning. This is assessed through outcome measures designed by the teaching team and some measures common to all model programs (such as the Perry measure of cognitive development).

Finally, institutional development is assessed through interviews with administrators and faculty.

Day long seminars have been are held each quarter for faculty teaching in model programs to familiarize them with available instruments and to help them with their own program designs.

In the Works: We have a proposal pending with the Matsushita Foundation for a school/college program between Washington Center institutions and their local schools; initial response to our preliminary draft was very positive. We also have a proposal pending at the Department of Education, Division of Educational Improvement, for a large-scale assessment project. The Washington Center was nominated for a Charles Dana Award for Outstanding Achievements in Higher Education, we were among the 15 semi-finalists.

A variety of other schools have asked to join the Washington Center, including Spokane Falls, Pierce College, Shoreline Community College, Washington State University, and Eastern Washington University. The last meeting of the Planning Committee approved expansion to include these institutions.

Schedule of Meetings: Our governance structure consists of a planning committee representing nine institutions (faculty and administrators) and sub-committees are set up as needed. The Planning Committee meets at least once each quarter. The Evaluation sub-committee also meets regularly. We will be establishing additional committees if the pending projects are funded.

DETAILED DESCRIPTION OF EFFORTS OF PARTICIPATING SCHOOLS

Seattle Central Community College

Seattle Central was the first institution to join the Washington Center and provided the model for the program Seattle Central's commitment to interdisciplinary programs and inter-institutional faculty exchanges remains strong and continues to deepen. Their model program has grown in size and reputation with an enrollment of more than 70 this Fall.

Seattle Central now has a faculty pool of nearly three dozen individuals from various divisions (vocational and academic) of the institution who teach in the interdisciplinary programs. Evergreen and Seattle Central exchange one faculty each quarter. SCCC is actively participating in the assessment program.

In the winter quarter two model programs will now regularly operate, with one based in the sciences that is based on the federated learning model. This program began in winter 1986 and has transformed the curriculum and led to new dialogue between the science and humanities faculty. The impact of the learning community effort is spreading throughout the institution, creating a new sense of community among the faculty and revived interest in reforming various aspects of the College's curriculum. The Fall quarter interdisciplinary program focuses on the Renaissance, comparing the Italian Renaissance and the Harlem Renaissance with the theme "Power of the Person." For the first time a strong arts component has been built into the program, and it has been very successful.

North Seattle Community College

North began an interdisciplinary program in Spring 1986. The initial program was highly rigorous, based on the classics and the program was very successful in terms of enrollment and retention, drawing nearly 50 students and attaining near record retention.

The interdisciplinary program is now a continuing program, bringing new coherence to the curriculum in the humantiies and the social sciences. In the Fall the program was staffed with a team drawn from North and Bellevue Community College. The winter 87 curriculum will be based in the sciences and the social sciences and humanities. As a spinoff effect of the new interdisicplinary program, various "great books" are also now being used successfully in the developmental English courses.

North has been active in the faculty exchange effort and has now received faculty from two different institutions and sent North faculty to both Evergreen and Seattle Central. North, Seattle Central, and Bellevue are now doing more collaborative planning and cross staffing and will hold a district seminar later in the year to facilitate this effort. Like all of the model programs, North is participating in the assessment program.

Bellevue Community College

Bellevue has been active in the Center's activities and will begin a model program bridging the humanities and the social sciences in the Winter of 1987. Bellevue sent an exchange faculty to North in Fall 86 to learn the model program process and Bellevue will receive a faculty exchange from Evergreen in Fall 1987.

Tacoma Community College

Tacoma Community College plays an increasingly large role in the Center's activities. TCC regularly exchanges faculty with Evergreen Tacoma campus and will begin an exchange with the main campus in the Fall of 1987. Evergreen and TCC co-teach a 90 quarter hour, two year lower division bridge program as a prerequisite to Evergreen's upper division Tacoma program. In the 1985-86 academic year the bridge program was a model humanities program under the theme of

Great Cities in History with a comparative focus on China and the Greco-Roman Empire. This program will be transported to Evergreen in the 87-88 academic year.

The bridge program tripled in enrollment over the past two quarters, drawing more than 30 students, mostly first generation college students who are Black. The program initiated a successful three week pre-college orientation session this Fall for these students.

Richard Zelly's presentation in September was very productive at TCC and generated considerable enthusiasm. Other recent efforts at TCC to create greater curricular coherence led to Center sponsored programs to integrate economics and mathematics courses and a model program to integrate writing into science courses.

TCC is participating in the Washington Center assessment program.

Centralia Community College

Centralia began a model federated program this fall on The American Wilderness with a small but enthusiastic enrollment of 10. Interest in maintaining the effort is high among the faculty and a faculty exchange program will take place with Evergreen in the Spring of 1987. The model program has initiated continuing dialogue between faculty in diverse fields such as history, English, forestry, and biology to create a more coherence curriculum at Centralia.

Centralia is also participating in the assessment program.

Seattle University

Seattle University is centrally involved with the Washington Center's work. At Seattle U there is growing interest in the inter-institutional faculty exchange program and they soon hope to expand the exchange relations to their near neighbors, Seattle Central Community College. SU has played a central role in the Center's evaluation and assessment effort where their long standing efforts have been particularly instructive. This quarter SU is also experimenting with team teaching and structural variation in their curriculum as a result of the Center exchanges, bringing their curriculum on language and thought into a stronger pattern of integration.

Seattle U. is participating in the assessment program with a rigorous experimental design including control groups and some standardized assessment measures.

Lower Columbia Community College

LCC sent an exchange faculty to Evergreen in Spring 1986. With recent approval from the Instructional Council Lower Columbia will initiate an interdisciplinary program built upon their distribution requirements in Fall 1987.

University of Washington

The University of Washington plays an active role in the Center, sits on the Planning Council and participates in the faculty exchange program. They have sent four exchange faculty to Evergreen. UW's vast resources have been particularly beneficial in playing a leadership role in Washington Center seminars.

Western Washington University

Western Washington University has participated in the Center in a number of different ways and their involvement continues to deepen. WWU has been highly active on our Evaluation subcommittee. With Center support, Fairhaven College of Western Washington University will shortly initiate a collaborative program with Whatcom Community College. This program will include faculty exchanges and cross listed classes. WWU's other major involvement has been through the School of Education. Evergreen and WWU have developed and jointly teach a new model education program that opened this Fall.

Many other colleges participate in Center seminars but they have not yet become centrally involved in faculty exchanges or model programs. There are strong indications from some of them that they will take these next steps soon. It is particularly apparent that schools in Eastern Washington can benefit from the resource sharing that the Center makes possible.

March 13, 1987

TO: Patrick Hill

FROM: Barbara Leigh Smith and Jean MacGregor

SUBJECT: Update on Washington Center for Undergraduate Education

The following is a summary of our two years of work under the Exxon, Ford, and Matsushita Foundation Grants.

Faculty Exchanges

By June, 1987, we will have involved over 125 faculty members in exchange experiences, either exchanging to another campus or receiving a visiting faculty member. Almost all the exchanges involve putting teachers into interdisciplinary team teaching situations -- which, faculty members continually tell us, is exhilarating. The following institutions have been involved in the exchange programs: The Evergreen State College, Seattle University, Western Washington University, and The University of Washington, and these community colleges: Seattle Central, North Seattle, Bellevue, Lower Columbia, Tacoma, Centralia, Whatcom and South Puget Sound. At least five other community colleges have expressed interest in joining the exchange program in coming years.

These exchanges are, for the most part, ongoing commitments, since many of the institutions have found them to be very worthwhile. It is interesting to note that a number are partnerships between two and four year institutions. These exchanges have been particularly productive in creating dialogue about the relationship of the lower and upper division curriculum. A growing number of exchanges are beginning to take place between institutions other than Evergreen.

These exchanges have been very low cost, with the Center providing only a small housing supplement for individuals needing to pay for housing away from home. It is hard to describe how revitalizing they have been for almost all of the teachers involved.

Model Programs

Model learning community programs are now under way at Seattle Central Community College, North Seattle Community College, Tacoma Community College-Evergreen (a bridge program focusing on adult minorities), Bellevue Community College, Centralia College, and Seattle University. Planning is under way for new learning community programs at Western Washington University (with Whatcom Community College), Lower Columbia College, Spokane Falls Community College, Tacoma Community College, and Green River

Community College. Four other community colleges are having initial discussions about learning community programs and have contacted us for help and ideas. Related collaborative efforts that intersect with Washington Center activities include a model teacher education program offered on the Evergreen campus by an Evergreen- Western Washington University faculty team, and a course-sharing consortium between Evergreen and South Puget Sound Community College.

Washington Center Ford Foundation seed grants have assisted with the start-up of several of these programs, but many are getting under way on their own, simply with advice and resource materials that the Washington Center staff or network provides. Most of these learning communities involve inter-institutional efforts, either in terms of staffing, cross-listing, or collaborative planning. These programs represent a substantial effort at creating a new kind of curricular coherence in both content and process in the participating schools. Simply because of the larger curricular building blocks with which faculty are working, broad discussions are being generated about what is essential in a general education. Large scale experimentation is taking place on how to integrate effectively the teaching of skills and how to increase the active involvement of commuter students in the educational process.

For all the participating institutions, the Center serves as a contact point for the sharing of ideas, successes, and questions, thereby amplifying the effect of any single institutional experience.

Seminars

The Washington Center continues to hold a variety of statewide and local seminars. Seminars in the past two years have included:

1. October '85....Learning Communities Seminar, at The Evergreen State College, featuring three learning community models: the federated learning community, the learning cluster, and the coordinated studies model.

2. February '86....repeat of Learning Communities Seminar, and additional one-day seminar on Approaches to Active Learning, at The Evergreen State College.

3. May '86....Two-day planning retreat for 50 faculty teaching in model programs in during 1986-87 academic year, held at a Y camp near Shelton, Washington.

4. June '86....Briefing on Washington Center for schools in Eastern Washington, at the Eastern Washington University Higher Education Center in Spokane.

5. September '86....Assessment seminar for faculty teaching in model programs in Fall 1986, at Seattle Central Community College.

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6. September '86....Presentation on the QUANTA Learning Community Program at Daytona Beach Community College, at the Fall faculty development symposium for Puget Sound area community college faculty, at Shoreline Community College.

7. September '86....Presentation on QUANTA to faculty development seminar at Tacoma Community College.

8. October '86....Introductory seminar, and three-day training workshop on Perry's theory of cognitive development in the college years, at North Seattle Community College.

9. October '86....Presentation on approaches to curricular coherence, by representatives of five model programs in the Washington Center network, at the annual meeting of the Association for General and Liberal Studies.

10. November '86....Assessment seminar for faculty in programs starting in winter and spring, at Seattle Central Community College.

11. January '87....Work session for deans and division chairs at six community colleges, on implementing interdisciplinary learning community programs, at North Seattle Community College.

12. January '87....All-day curriculum planning retreat for North Seattle Community College faculty.

13. February '87....All-day curriculum planning retreat for Bellevue Community College faculty.

14. February '87....Presentation on the Washington Center and model learning community programs at Shoreline Community College.

15. February '87....Presentation on the Washington Center and model learning community programs at Olympic College.

16. February '87.....Presentration on the Washington Center and model learning community programs at Tacoma Community College.

17. March '87....Two presentations on Washington Center teacher exchanges and the experiences and value of team-teaching, at the annual meeting of the American Association for Higher Education (AAHE).

18. March '87 ....Presentation and all-day work session with faculty of Hawaii Community College (at Hilo) on learning community model programs.

19. May '87....Two-day curriculum planning retreat for faculty planning to teach in programs in 1987-88 academic year.

20. In the works: additional presentation - work sessions on learning community models, with faculty at Yakima Valley College, Spokane Falls Community College, and Washington State University.

Newsletters

The Washington Center publishes a quarterly newsletter, which reports news of faculty exchanges, seminars, and model programs. It also provides visibility for Washington state-based efforts to develop curricular coherence, evaluation and assessment, writing and critical thinking, and other approaches for improving undergraduate teaching.

Presentations

We continue to make presentations to many groups, including the staff of the State Board for Community College Education, the State Board itself, the Higher Education Coordinating Board, the American Association for Higher Education, the California Board for Postsecondary Education Board's articulation study team, and others. The requests for information on the Washington Center model, or approaches to learning community programs, continues to grow.

Evaluation and Assessment

With the assistance of an evaluation subcommittee, we have designed an evaluation and assessment approach that is useful for assessing the impact of this project and providing immediate information to the teaching and learning process.

We have designed a four-prong approach to evaluation. First, two external evaluators have been selected to do a four day site visit and respond to a written document. One of these external reviewers has been working with the Center for over a year, to assist us with the development of the evaluation process. The second prong of the evaluation effort is directed at understanding faculty development as it occurs in the project. This is ascertained through direct interviews with participating faculty members and administrators and through some reflective writing by faculty. The third aspect of the project focuses on student development and learning, assessed through outcome measures designed by the teaching team and some measures common to all model programs (such as the Perry measure of cognitive development). Finally, institutional development is assessed through interviews with administrators and faculty.

Seminars have been held each quarter for faculty teaching in model programs to familiarize them with available instruments and to help them with their own programs designs.

Matsushita Foundation Grant

Early in 1987, the Washington Center received a $41,000 grant from the Matsushita Foundation for a school/college teacher exchange program between Washington Center institutions and their local high schools. Funds will be passed through the Center to colleges interested in strengthening ties to their local high schools, through short-term (one week) teacher exchanges, and faculty development seminars on topics of common interest both to high school and college teachers.

Other Projects in the Works

We have grants pending

- with the National Endowment for the Humanities to engage our participating institutions in a curriculum development project focusing on Washington state history, in commemoration of the state's centennial, to occur in 1989.
- with foundations in Spokane for the offering of seminars on learning communities for colleges in eastern Washington.

We are also having initial conversations with national leaders in higher education and collaborative learning about mounting a large scale evaluation project on learning community and collaborative learning programs.

Kudos

In 1986, The Washington Center was nominated and became a finalist for a Charles Dana Foundation Award for outstanding achievement in higher education.

In February, 1987, the Center was cited by Terry O'Banion, of the League for Innovation in the Community College, as one of seven outstanding "innovations of the decade in the community college system."

In January, 1987, Valerie Bystrom, faculty member in English at Seattle Central Community College, and a leader in the development both of the Washington Center and the coordinated studies program at Seattle Central, received an Academic Excellence Award from the American Association of Community and Junior Colleges.

Governance and Funding

The Center now has twenty-seven participating institutions: five public four-year institutions, five private ones, and seventeen community colleges. The Center's governance structure consists of a planning committee representing nine institutions (faculty and administrators). Sub-committees are set up as needed. The planning committee meets at least once each quarter. The evaluation sub-committee also meets regularly. We will be establishing additional committees as pending projects are funded. Without question, the success of the Center has a great deal to do with its collaborative approach to planning and prorgram development.

Ongoing funding for the Center is being sought from the Washington state legislature. The Center appears in Governor Booth Gardner's budget request for higher education. With stable baseline support from the legislature, we still anticipate attracting grant funds to support specific Center projects.

Possible future directions

We anticipate continuing to broker and to support faculty exchanges, to support the development of model interdisciplinary learning community programs with both technical assistance and seed funds; to offer seminars on effective teaching in those programs; and to conduct evaluations of both student learning and faculty development.

With additional funds, we hope to:

- offer more extended seminars and training events in areas such as cognitive development and critical reasoning, interdisciplinary approaches to developmental edcuation, assessment and evaluation as part of the teaching and curriculum design process, and approaches to accelerated language learning.

- develop a Master Teacher and "Scout" program for our most outstanding teachers. This would provide whole quarters of release time for these individuals, to kibitz on and work with colleagues teaching in learning community settings, and/or to research the state of the art in specific pedagogical approaches.

- continue to be in touch with the national learning community and collaborative learning network, to plan for substantive evaluation of these programs.

July 13, 1987

TO: Patrick Hill

FROM: Barbara Leigh Smith and Jean MacGregor

SUBJECT: Update on Ford Grant efforts in the Washington Center for Undergraduate Education.

The Ford Foundation grant of $75 000 to the Washington Center built upon an earlier seed money grant of $50 000 (from the Exxon Education Foundation) and was specifically directed toward building closer relationships between two- and four-year institutions in Washington State; supporting the development of curricular coherence in those institutions; and furthering faculty development through faculty exchanges and through workshop and seminar events.

Faculty Exchanges

As of June 1987, The Washington Center has involved over 125 faculty members in exchange experiences, either exchanging to another campus or receiving a visiting faculty member. Almost all the exchanges have involved putting teachers into interdisciplinary team teaching situations - which, faculty members continually tell us, is exhilarating. The following institutions have been involved in the exchange programs: The Evergreen State College, Seattle University, Western Washington University, and The University of Washington, and these community colleges: Seattle Central, North Seattle, Bellevue, Lower Columbia, Tacoma, Centralia, Whatcom and South Puget Sound. At least five other community colleges have expressed interest in joining the exchange program in coming years. It is noteworthy that the Center's exchange program represents the largest college faculty exchange effort in the nation today.

Since many of the institutions have found these exchanges to be so worthwhile for faculty development, the exchanges processes are becoming ongoing commitments. The partnerships between two- and four-year institutions have been especially positive. Faculty members repeatedly tell us of their new found respect and understanding of the roles of both their own and their partner institutions, and their opportunities for dialogue about the relationship of the lower and upper division curriculum. A growing number of exchanges are beginning to take place between institutions other than Evergreen.

These exchanges have been very low cost, with the Center providing only a small housing supplement for individuals needing to pay for housing away from home. It is hard to describe how revitalizing they have been for almost all of the teachers involved.

Model Programs

Model learning community programs are now under way at Seattle Central Community College, North Seattle Community College, Tacoma Community College-Evergreen (a bridge program focusing on adult minorities), Bellevue Community College, Centralia College, and Seattle University. Planning is under way for new learning community programs at Western Washington University (with Whatcom Community College), Lower Columbia College, Spokane Falls Community College, Tacoma Community College, Green River Community College, Yakima Valley Community College, Eastern Washington University and the University of Washington. Four other community colleges are having initial discussions about learning community programs and have contacted us for help and ideas. Related collaborative efforts that intersect with Washington Center activities include a model teacher education program offered on the Evergreen campus by an Evergreen-Western Washington University faculty team, and a course-sharing consortium between Evergreen and South Puget Sound Community College.

Washington Center Ford Foundation seed grants have assisted with the start-up of several of these programs, but many are getting under way on their own, simply with advice and resource materials that the Washington Center staff or network provides. Most of these learning communities involve inter-institutional efforts, either in terms of staffing, cross-listing, or collaborative planning. These programs represent a substantial effort at creating a new kind of curricular coherence in both content and process in the participating schools. Simply because of the larger curricular building blocks with which faculty are working, broad discussions are being generated about what is essential in a general education. Large scale experimentation is taking place on how to integrate effectively the teaching of skills and how to increase the active involvement of commuter students in the educational process.

For all the participating institutions, the Center serves as a contact point for the sharing of ideas, successes, and questions, thereby amplifying the effect of any single institutional experience.

Seminars

The Washington Center has continued to hold a variety of statewide and local seminars. The following is a list of Washington Center seminars in the past two years. Those marked with an asterisk were funded with Ford Foundation monies.

1. October '85....Learning Communities Seminar, at The Evergreen State College, featuring three learning community models: the federated learning community, the learning cluster, and the coordinated studies model.
(100 in attendance.)

2. February '86....repeat of Learning Communities Seminar, and additional one-day seminar on Approaches to Active Learning, at The Evergreen State College. (100 each day.)

* 3. May '86....Two-day planning retreat for 50 faculty teaching in model programs in during 1986-87 academic year, held at a Y camp near Shelton, Washington. (50)

* 4. June '86....Briefing on Washington Center for leadership of schools in Eastern Washington, at the Eastern Washington University Higher Education Center in Spokane. (20)

* 5. September '86....Assessment seminar for faculty teaching in model programs in Fall 1986, at Seattle Central Community College. (50)

* 6. September '86....Presentation on the QUANTA Learning Community Program at Daytona Beach Community College, at the Fall faculty development symposium for Puget Sound area community college faculty, at Shoreline Community College. (180)

* 7. September '86....Presentation on QUANTA to faculty development seminar at Tacoma Community College. (50)

* 8. October '86....Introductory seminar, and three-day training workshop on Perry's theory of cognitive development in the college years, at North Seattle Community College. (125)

* 9. October '86....Presentation on approaches to curricular coherence, by representatives of five model programs in the Washington Center network, at the annual meeting of the Association for General and Liberal Studies. (60)

* 10. November '86....Assessment seminar for faculty in programs starting in winter and spring, at Seattle Central Community College. (20)

* 11. January '87....Work session for deans and division chairs at six community colleges, on implementing interdisciplinary learning community programs, at North Seattle Community College. (45)

* 12. January '87....All-day curriculum planning retreat for North Seattle Community College faculty. (30)

* 13. February '87....All-day curriculum planning retreat for Bellevue Community College faculty. (30)

* 14. February '87....Presentation on the Washington Center and model learning community programs at Shoreline Community College. (65)

* 15. February '87....Presentation on the Washington Center and model learning community programs at Olympic College. (10)

Seminars, continued

* 16. February '87.....Presentation on the Washington Center and model learning community programs at Tacoma Community College. (35)

17. March '87....Two presentations on Washington Center faculty exchanges and the experiences and value of team-teaching, at the annual meeting of the American Association for Higher Education (AAHE). (120)

18. March '87 ....Presentation and all-day work session with faculty of Hawaii Community College (at Hilo) on learning community model programs. (55)

20. April '87....Presentation and workshop on learning community programs at Yakima Valley Community College. (45)

21. April '87....Presentation and workshop on learning community programs at Spokane Falls Community College. (20)

* 19. May '87....Two-day curriculum planning retreat for faculty planning to teach in programs in 1987-88 academic year. (110)

Newsletters

Ford funds have also enabled The Washington Center to publish a quarterly newsletter, which reports news of faculty exchanges, seminars, and model programs. The Washington Center NEWS also provides visibility for Washington state-based efforts to develop curricular coherence, evaluation and assessment, writing and critical thinking, and other approaches for improving undergraduate teaching. The in-state circulation of the newsletter is about 1500.

Presentations

We continue to make presentations to many groups, including the staff of the State Board for Community College Education, the State Board itself, the Higher Education Coordinating Board, the American Association for Higher Education, the California Board for Post-secondary Education Board's articulation study team, and others. The requests for information on the Washington Center model, or approaches to learning community programs, continue to grow.

Evaluation and Assessment

With the assistance of an evaluation subcommittee, we have designed an evaluation and assessment approach that is useful for assessing the impact of this project and providing immediate information to the teaching and learning process.

We have designed a four-prong approach to evaluation. First, two external evaluators (Patsy Fulton, President of Brookhaven Community College in Dallas, Texas and Faith Gabelnick, Director of the Honors College at Western Michigan University) completed a four day site visit in May, and are now completing an evaluation of both the Center's overall approach as well as its specific efforts under the Ford Foundation grant. One of these external reviewers, Faith Gabelnick, has been consulting with the Center for over a year, to assist us with the development of the evaluation process. The second prong of the evaluation effort is directed at understanding faculty development as it occurs in the project. This is ascertained through direct interviews with participating faculty members and administrators and through some reflective writing by faculty. The third aspect of the project focuses on student development and learning, assessed through outcome measures designed by the teaching team and some measures common to all model programs (such as the M.I.D. or Measure of Intellectual Development adapted from William Perry's work on cognitive development in the college years). Finally, institutional development is being assessed through interviews with administrators and faculty.

Seminars have been held each quarter for faculty teaching in model programs to familiarize them with approaches to program and student assessment, to help them with their own program's designs.

Kudos

In 1986, The Washington Center was nominated and became a finalist for a Charles Dana Foundation Award for outstanding achievement in higher education.

In February, 1987, the Center was cited by Terry O'Banion, of the League for Innovation in the Community College, as one of seven outstanding "innovations of the decade in the community college system."

In January, 1987, Valerie Bystrom, faculty member in English at Seattle Central Community College, and a leader in the development both of the Washington Center and the coordinated studies program at Seattle Central, received an Academic Excellence Award from the American Association of Community and Junior Colleges.

Governance and Funding

As of July 1987, the Center consortium has thirty-one participating institutions: : six public four-year institutions, five private ones, and twenty community colleges. The Center's governance structure consists of a planning committee representing nine institutions (faculty and administrators). Sub-committees are set up as needed. The planning committee meets at least once each quarter. The evaluation sub-committee also meets regularly. Without question, the success of the Center has a great deal to do with its collaborative approach to planning and program development.

After two years of seed funding from both Exxon and Ford Foundation, the Washington Center has moved into stable, continuing funding from the Washington state legislature. In his request for higher education in November 1986, Governor Booth Gardner requested a budget enhancement for The Evergreen State College (in the amount of $400,000 for the 87-89 biennium) for the Washington Center's continuing operation. This appropriation was approved by the 1987 legislative session. With this baseline state support we still anticipate attracting grant funds to mount additional Center projects. For example, early in 1987, the Washington Center received a $41,000 grant from the Matsushita Foundation for a school/college teacher exchange program between Washington Center institutions and their local high schools. Funds will be passed through the Center to colleges interested in strengthening ties to their local high schools, through short-term (one week) teacher exchanges, and faculty development seminars on topics of common interest both to high school and college teachers.

Possible future directions

With the funds remaining in the Ford grant, we plan to support additional faculty exchanges, to monitor the new model programs at participating institutions, and to continue to develop our assessment work.

In the coming years, we anticipate continuing to broker and to support faculty exchanges, to support the development of model interdisciplinary learning community programs with both technical assistance and seed funds; to offer seminars on effective teaching in those programs; and to conduct evaluations of both student learning and faculty development.

With additional funds, we hope to:

- offer more extended seminars and training events in areas such as cognitive development and critical reasoning, interdisciplinary approaches to developmental education, assessment and evaluation as part of the teaching and curriculum design process, and approaches to accelerated language learning.

- develop a Master Teacher and "Scout" program for our most outstanding teachers. This would provide whole quarters of release time for these individuals, to kibitz on and work with colleagues teaching in learning community settings, and/or to research the state of the art in specific pedagogical approaches.

- continue to be in touch with the national networks of both learning community model programs and collaborative learning models, to plan for substantive evaluation of these programs.

WASHINGTON CENTER
FOR UNDERGRADUATE EDUCATION

BUDGET SUMMARY - Ford Foundation Grant May 1986 - June 1987

Budget category	Allocated	Disbursed	Balance
A. Central Office: Salaries, Goods and Services and Travel	26 000.00	24 928.15	1 071.85
B. Seminars	15 000.00	13 090.66	1 909.34
C. Evaluation	8 800.00	6 822.00	1 978.00
D. Faculty Exchanges and Model Programs	25 200.00	17 400.00	7 800.00
TOTALS	75 000.00	62 240.81	12 759.19

Cost breakdowns by category

A. Central office

1. Salaries		15 529.26
2. Goods and Services, and Travel		
a. Printing and copying	1 510.58	
b. Postage	492.25	
c. Telephone	1 136.93	
d. Supplies	496.04	
e. Letterhead, newsletter	4 495.15	
f. Resource materials	214.48	
g. Planning Committee	193.17	
h. Miscellaneous -state taxes	25.74	
i. Travel	834.55	
Subtotal		9 398.89

B. Seminars

a. Spokane Briefing (#4 in narrative)	186.76	
b. Assessment orientations (#5 and #10)	2 129.65	
c. Fall faculty development events (#6 and #7)	1 145.45	
d. Association for General & Liberal Studies (#9)	2 524.13	
e. Cognitive Development Seminar (#8)	3 223.22	
f. Deans and Division Chairs Workshop (#11)	315.30	
g. North Seattle CC Learning Communities retreat (#12)	200.00	
h. Spring Planning Retreat (#19)	3 366.15	
Subtotal		13 090.66

(Costs of other seminars and workshops were minimal, they were supported through Central office travel and printing budgets.)

C. Evaluation

a. Research, training and planning for Center staff and Evaluation Committee	1 494.83	
b. Test instruments	815.78	
c. M.I.D. ratings	1 416.09	
d. Travel -institutional visits	429.22	
e. External evaluation	2 616.28	
f. Printing	49.80	
Subtotal		6 822.00

D. Exchanges and Model Programs

a. Exchanges		
1) Fall Quarter (86)	3 500.00	
2) Winter Quarter (87)	2 800.00	
3) Spring Quarter (87)	2 800.00	
4) Seattle U. exchange support	2 000.00	
b. Model Programs		
1) Tacoma Community College	4 800.00	
2) Western Washington U. & Whatcom Community College	1 500.00	
Subtotal		17 400.00

GRAND TOTAL	62 240.81

WASHINGTON CENTER
FOR UNDERGRADUATE EDUCATION

BUDGET SUMMARY - Ford Foundation Grant

May 1986 - July 1988

Budget category	Allocated	Disbursed	Balance
A. Central Office: Salaries, Goods and Services and Travel	26 000.00	26 453.55	(453.55)
B. Seminars	15 000.00	12 994.91	2 005.09
C. Evaluation	8 800.00	6 922.00	1 878.00
D. Faculty Exchanges and Model Programs	25 200.00	21 900.00	3 300.00
TOTALS	75 000.00	68 270.46	6 729.54

- -

Expenditures - by category- June 1987-July 1988

A. Central Office

1. Salaries		1404.06
2. Goods and Services, and Travel		121.34
	Subtotal	1525.40

B. Seminars

2. Seminars Correction: Spring Planning Retreat	(95.75)

C. Evaluation	
1. Fall 1987 External Evaluators' Report	100.00
D. Exchanges and Model Programs	
1. Model Programs	
a) Bellevue Community College	3 000.00
b) Western Washington U. & Whatcom Community College	1 500.00
Subtotal: expenditures 1987-88	6 029.65
GRAND TOTAL : Ford Grant Expenditures 1986-88:	$ 68 270.46

SUMMARY OF EXPENDITURES

Ford Foundation Grant

SUMMARY OF EXPENDITURES

May 1986 - December 1988

YEAR 1: MAY 1986-JUNE 1987

A. Central office		
1. Salaries		$15,529.26
2. Goods and Services, and Travel		
a. Printing and copying	1,510.58	
b. Postage	492.25	
c. Telephone	1,136.93	
d. Supplies	496.04	
e. Letterhead, newsletter	4,495.15	
f. Resource materials	214.48	
g. Planning Committee	193.17	
h. Miscellaneous -state taxes	25.74	
i. Travel	834.55	
Subtotal		9,398.89
B. Seminars		
1. Spokane Briefing	186.76	
2. Assessment orientations	2,129.65	
3. Fall faculty development events	1,145.45	
4. Association for General & Liberal Studies	2,524.13	
5. Cognitive Development	3,223.22	
6. Deans and Division Chairs Workshop	315.30	
7. North Seattle CC Learning Communities retreat	200.00	
8. Spring Planning Retreat	3,366.15	
Subtotal		13,090.66

(Costs of other seminars and workshops were minimal, they were supported through Central office travel and printing budgets.)

C. Evaluation

1. Research, training and planning for Center staff and Evaluation Committee	1,494.83	
2. Test instruments	815.78	
3. M.I.D. ratings	1,416.09	
4. Travel -institutional visits	429.22	
5. External evaluation	2,616.28	
6. Printing	49.80	
Subtotal		6,822.00

D. Exchanges and Model Programs

1. Exchanges			
a. Fall Quarter (86)	3,500.00		
b. Winter Quarter (87)	2,800.00		
c. Spring Quarter (87)	2,800.00		
d. Seattle U. exchange support	2,000.00		
2. Model Programs			
a. Tacoma Community College	4,800.00		
b. Western Washington U. & Whatcom Community College	1,500.00		
Subtotal		17,400.00	
TOTAL for 1986-87			62,240.81

YEAR 2: JUNE 1987-JULY 1988

A. Central Office

1. Salaries	1,404.06	
2. Goods and Services, and Travel	121.34	
Subtotal		1,525.40

B. Seminars

1. Correction: Spring Planning Retreat	(95.75)

C. Evaluation			
1. Fall 1987 External Evaluators' Report		100.00	
D. Exchanges and Model Programs			
1. Model Programs			
a. Bellevue Community College	3,000.00		
b. Western Washington U. & Whatcom Community College	1,500.00		
Subtotal		4,500.00	
TOTAL for 1987-88			6,029.65

YEAR 3: JULY-DECEMBER 1988

A. Self study process and final evaluation report		
1. Printing and copying costs	1,051.15	
2. Evaluation Committee self-study retreat	2,012.73	
3. Site visit by external evaluators, and writing of final report	3,665.66	
TOTAL for July-December 1988		6,729.54
GRAND TOTAL		$75,000.00

EXTERNAL
EVALUATORS'
INTERIM
EVALUATION

SEPTEMBER 1987

Interim Report (1987) of External Evaluators

WMU

Western Michigan University
Kalamazoo, Michigan 49008-3852

The Honors College
(616) 383-1787

TO: Barbara Smith, Director
Washington Center

FROM: Faith Gabelnick, Head, Evaluation Team Fg

The report of the evaluation team, Dr. Patsy J. Fulton, President of Brookhaven College, Dallas, Texas, and Dr. Faith Gabelnick, Director, Honors College, Western Michigan University, is submitted in two parts, each one written by one evaluator. Dr. Fulton evaluates the impact that the programs of the Washington Center have had on faculty, students, and administrators and suggests ways to strengthen that impact. The six areas she examines were jointly set forth. Her conclusions and recommendations also reflect those of Dr. Gabelnick. Dr. Gabelnick examines institutional issues related to the Washington Center, its structure and its future goals. These remarks also reflect conversations and impressions shared by Dr. Fulton.

xc: Dr. P. J. Fulton

WASHINGTON CENTER
FOR THE
IMPROVEMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

DR. FAITH GABELNICK

September 24, 1987

The mandate to establish coherence across the curriculum which the Ford Foundation Grant carries has motivated extraordinary activity at the Washington Center. Frequent state-wide workshops, much informal consultation among colleges, many new learning communities and faculty exchanges, a quarterly newsletter, additional funding, and a virtual groundswell of interest among more than two dozen institutions of higher learning in Washington have very quickly launched an ambitious and idealistic enterprise. The mission of the Washington Center, which the Ford Foundation Grant has stimulated, is concerned with no less than a revision of the way education is managed and delivered. With this success comes new responsibilities and a new level of organization. This report moves beyond a specific evaluation of the curriculum projects generated by the Ford Grant to a more general assessment of the relationship of the Center to the educational goal of coherence embedded in the rationale of the grant. We propose that future work of the Center falls into three areas: organizational development, strategic planning, and outcomes assessment.

I. Organizational Development

Serious consideration is now due concerning the structure of the Washington Center. Until the recent decision by the state legislature to provide support for the Center, it was operated as an entrepreneurial venture. The Director wrote grants to seed the venture, and the money which was given to the Center was generally passed on to specific projects in the state. The staff consisted of a Director who managed the Center above and beyond her duties as Academic Dean, and an Assistant Director who nominally worked half-time for the Center. The activities of the Center have also been promotional: the Center has sponsored at least two state-wide conferences a year, has generated and arranged more than 125 faculty exchanges, has fostered more than a dozen collaborative learning projects, has developed a newsletter and a network of supporters, and has established a planning committee for the Center. The Center now must move into a second phase of development in terms of the management of the Center and perhaps in terms of the activities it chooses to promote.

With new funding, the Director ought to be able to devote 25% of her time to the management of the Center. The Assistant Director who will now work full-time will have to redefine her role. Additional staff, at least a full-time secretary and an administrative aide (or another Assistant Director) are now needed to maintain and deepen the level of activity. The configuration of the staff and its responsibilities is a consequence of the definition of the Center. Roles need now to be defined more explicitly, areas set out and focused. Leadership and expertise have now to be developed among the constituents. The planning board may need to operate in a different way. The loose, open structure for the Center facilitates new ideas and projects, but too much openness will soon drown the Center in a flood of requests it does not have the staff to accommodate. In terms of learning style theory, the Center is operating on the converger/accommodator axis. The need for divergent and assimilative reflection cannot be over-emphasized.

It is beyond the scope of this report to say exactly what duties the staff should have and what the role of the planning committee should be. However, my observation of the planning committee at the retreat was that there was very little planning going on: the Director and Assistant Director had planned and the committee pretty much approved the plans. It may be that there should be some other type of committee, perhaps an executive committee or even an advisory board of people who are not personally invested in a special project. For example, one could imagine a board of directors composed of educators from around the country who are experts on collaborative education and active learning. They could meet once a year to review the Center and could be used as on-going consultants for the Center activities. The Center would therefore immediately broaden its representation, give people a nice title, and set up a group who would be able to bring outside (but compatible) educational perspectives. Another way to manage this group would be to set up a committee composed of Washington Center constituents, high school teachers or administrators, and civic or business leaders. The point here is that the Center needs to broaden its base, not necessarily in terms of more variety of activities, but in representing and reflecting the ideas and experience of those affected by the Center.

II. Strategic Planning

The Center could use the current Planning Committee for long-range planning, which it now needs. The current Planning Committee is an important group and ought to be used to generate, in a somewhat structured way, goals and objectives for the areas outlined in Dr. Fulton's report. If there are protocols for planning and projections which the state of Washington uses, the Center should try to conform to those formats. In other words, we would recommend a more traditional or functional approach to stimulate innovation and change. Both a planning committee and an advisory committee would then be in order. At the present, the Center is trying to use the planning committee for both planning and advising, and it seems not to be developing enough of a more formal and extended representational base.

Involved in strategic planning is a dispassionate assessment of the strengths and weaknesses of an organization. The two areas of potential vulnerability I see are: resources (funds) and lack of focus. I would suggest a fairly systematic search for funding, even endowed funding, in order to release the Director from the pressure to write grants and thus allow her to use her considerable managerial talent to operate the Center. I would make a similar suggestion in reference to the Assistant Director. The Assistant Director seems to be operating as lobbyist/consultant/administrator/conference coordinator/network builder/secretary. The role shifts (and, I would guess, the role strains) are considerable. There is a sense of being "on call" eight to ten hours a day. The constituency now being created in the state of Washington seems to be using the Assistant Director as an all-encompassing good mother. Clearly a little maternal deprivation is in order.

The dilemma, of course, is how to be available to new ventures and not be overwhelmed by chaos. I would submit that a clearer monitoring of boundary functions between the Center and the outside world, between and among staff members, will facilitate clearer ideas of what the Center's purpose is all about.

Strategic planning involves re-definition and often re-allocation of resources. Discussions this year should focus on how the new state money is to be spent in light of the developing mission of the Center. Can some money be set aside for developmental purposes (new projects)? Can some money be used for better equipment, more office space? Will the money enable the Center to set up a satellite office in the Eastern part of the state? How will the money be leveraged to produce more funds and more supporters for the Center?

III. Outcomes Assessment

A persistent concern for the Center is how to measure its effectiveness -- as an entity and as a promoter of coherence in the curriculum. A concern would be that some kind of statewide evaluative instrument might be applied to the Center and those programs sponsored by the Center. (The commitment of key administrators at the various institutions will be crucial here as programs rise and die and rise again. Helping the administrators buy into the mission of the Center will have an impact on how they evaluate it.)

The Center has been working to develop a complex, imaginative approach to assessment. One reason these plans have not been implemented very extensively is that the faculty and students are still very much at the innovation stage of the work. Assessment demands a knowledge of an area, an understanding of the realistic parameters of success in that area, and an interest in developing the model or project beyond its current format. Those currently participating in the projects are too new to all aspects of the experience to consider at any great length what else needs to be done. To be sure, there is micro-assessment (course adjustments, ideas about "what to do better next time"), but the group is not yet ready to do more because they haven't learned about the model they are using.

I would suggest that assessment become a special program or project for the Center. Those who have participated in two or more learning communities could enroll in "assessment training". Assessment is traditionally experienced as an afterward. I suggest it be seen as a special area of training, similar to training in critical thinking, learning styles, and group process, and that these different kinds of workshops be sequenced to accompany the teaching/learning experience. In this way, assessment, in general terms, is built into all areas of the work and is also treated as a special area requiring special expertise.

Concluding Reflections

The Center now sees itself as promoting collaborative education wherever there is fertile ground. The question is: does this entrepreneurial and wide-reaching tactic develop coherence for the Center? I suggest it may not. The variety of activity which has been needed to launch the Center now may overwhelm it or reduce it simply to a conduit for funding. The opportunity to alter radically the educational profile in Washington is very much within reach of the Center if its work can remain manageable and more designed to be a curriculum for institutional change.

Coherence is a long and fuzzy word. It is the cornerstone of the Washington Center for the improvement of Undergraduate Education. Does one improve education coherently? Does one improve education so that it becomes coherent? The answers are not clear nor easily formulated. The administrators of the Center are ambitious, energetic, committed, thoughtful. The question however is how to channnel that tremendous energy into an enduring agenda for educational change.

The Center should consider developing either a Curriculum for Educational Innovation and Institutionalization, or a Curriculum for Collaborative Education. Its various current projects could be sequenced or "rationalized" in such a way that participants would see themselves as part of a process of change and growth. They would also see themselves as contextual learners who are discovering what collaborative learning means in the context of educational development and change.

EVALUATION OF THE WASHINGTON CENTER PROJECT
The Evergreen State College
Olympia, Washington
May, 1987

The Washington Center Project is an exemplary one, fulfilling the purposes set out in the original proposal of improving the quality of undergraduate education through such methods as greater interaction between faculty and students and emphasis on coherence among courses; facilitating faculty development and renewal; and providing for exchanges between community colleges in Washington State and The Evergreen State College.

The four day evaluation period focused on six outcomes: (1) impact on participating faculty, (2) impact on students, with special attention paid to minorities, (3) implementation process, (4) impact on administrators, (5) curricular initiatives beyond the capacity of individual institutions, and (6) institution and state-wide impact. Each area will be considered separately with any recommendations presented for that particular area.

Impact on Participating Faculty

In the process of evaluating this area, faculty were observed teaching classes at North Seattle, Seattle Central, and Tacoma community colleges. Additionally, faculty at Evergreen were interviewed and observed in a two-day retreat setting along with faculty from thirteen other community colleges and universities within Washington State.

It was readily apparent from these observations and interviews that the project is having a profound influence on the teaching styles and behaviors of faculty. Faculty talked about a renewed commitment to teaching, an excitement about the teaching process, being a learner with students, facilitating the learning process rather than dictating or directing the process, and having the chance to observe and learn from colleagues in a mutually rewarding situation. After reading numerous syllab provided by Evergreen and the community colleges, it was apparent that careful, thoughtful planning in teams is preceding the classroom instruction. Although there was no opportunity to observe prior teaching practices of the instructors involved, it can be assumed that there have been measurable, positive pedagogical changes resulting from instructors' experiences in the program. Faculty, administrators, and students all referred to the quality of instruction in the classroom.

In addition to improved pedgagoy, one other extremely positive result was evident from the interviews with faculty--renewal. Faculty repeatedly referred to the renewal provided through their experiences. This renewal was made possible in part through exchanges with faculty at Evergreen and other community colleges. In a time of the "graying" of faculty at the community colleges, the renewal aspect has major implications as a model for other colleges in the nation. The exchanges are beneficial in that they provide for much needed dialogue not only among community colleges but among community colleges and four-year colleges and universities. As one faculty stated, "It helped break down the four-year myth."

Recommendations

1. Use one experienced team member as part of the teaching team when a new team is formed. This experienced member can be a valuable resource for the group.

2. Focus on objectives and learning outcomes in the formative stages of the course. An observation at the retreat was that many faculty seemed to be concentrating solely on establishing a theme for the unit and the books to be read with little or no attention to the objectives and expected outcomes.

3. Determine evaluation methods in the formative stages also. It was noted that instructors had experienced negative results when evaluation methods were not determined at the beginning of the course.

Impact on Students

In addition to observing students in three classes, there was a chance to talk with a group of students following one class period.

It was apparent in observing the classes that students were involved in the higher level experiences of snythesis, application of knowledge, and critical thinking. As students read and critiqued papers within the class, comments made were throughtful and reflective. There was intense involvement in the class. Students referred to their becoming committed to learning, empowered in the learning process, and the impact the experience had on their lives. They talked about this educational experience being a profound one where they were learning how to write, think, speak, organize, and make connections. Their enthusiasm for the learning process was not only apparent but contagious. The students also commented on the importance of being able to interact with the instructor in new and different ways. There was an obvious sense of community among the students and instructors. Much more writing was taking place than in the traditional class; and as observed from the syllabi, much more reading was also occurring. Students referred to the pleasure of reading original sources rather than reading textbooks. Retention was reported to be higher in all classes, with 80 percent retention in coordinate studies courses as compared to 30 to 40 percent in other courses.

One of the goals of the project is to the imcrease retention and graduation rates among minority students. The two major foci for addressing minority retention include the programs at Tacoma Community College and Seattle Central. Both schools have significant minority population, with Seattle Central having a minority population of over 35 percent. The Washington Center Project has not been in existence long enough to be able to tract students from the community colleges through the four-year colleges to graduation. However, some problems were noted in the structure of the program at Tacoma; a recommendation addresses this concern.

BEST COPY AVAILABLE

Recommendations

1. Consider methods for handling diverse abilities of students within the same course. Obviously, this diversity is always a problem in the community college, considering the open door philosophy. However, unless attention is paid to minimizing the problems of this diversity, the learning environment can be negatively impacted. It is suggested that faculty involved in the program engage in brainstorming sessions on ways of handling the diversity prior to the beginning of the course.
2. Assist students in understanding how they can transfer learning methods used in the coordinated studies courses to the traditional classroom. (Students voiced a frustration with retreating to rote regurgitation of material with no true involvement in the class and little excitement or commitment to learning when going back to the traditional classroom.)
3. Evaluate the Tacoma program, paying particular attention to the concerns of the administration at Tacoma. Also, consideration needs to be given to the skill levels of students when they enter the program, the learning outcomes expected of the students, and the ability of students to enter the program at any point. (There was some concern voiced by administration that students were being allowed to enter the program at midpoint, not having developed the skills needed through prior course work.

Implementation Process

One of the methods used to assist the instructors and administrators in implementation of the project is through the retreat where both colleges with the project in place and colleges new to the project come together to plan for the next year. The evaluators were able to observe the program and interaction that took place at one of these retreats. It provided a time for faculty and administrators to ask questions of the Evergreen faculty and staff, a time to hear what others involved in the project were doing, a time to get ideas from colleagues, and a time to vent frustrations as well as to share inspirations. Evaluation of the retreat was built in through an instrument provided to all participants by the Washington Center staff.

Recommendations

1. Structure the retreat so that the new participants to the project receive more assistance in how to begin the process. Although the groups met individually during the retreat for planning time, the

focus was on developing a theme for the upcoming coordinated studies program. The individuals could have profited from a step-by-step outline of how to successfully begin a coordinated studies program before getting into developing themes.

2. Recognize the levels of implementation of the innovation among the individuals involved and use that diversity of implementation levels in planning retreat activities. A model that may be helpful in looking at this diversity is attached. Using this model, Seattle Central seemed to be at the integration level, where they needed to be exploring alternatives to or major modifications of the innovation presently in use. In contrast, certain other colleges at the retreat were at the orientation or preparation level.
3. Assist participants in the process of developing themes. (In observing the teams at work developing themes, there seemed to be a level of frustration in not only getting started but in actually producing a theme.) One method that might be used in assisting this process is the storyboarding approach. A copy of that approach is attached.
4. Continue to use a planning group to assist Washington Center staff in determining future directions.
5. Establish a planned system of intervention at individual locations so that any problems or concerns can be immediately addressed. Continuous in-service support and assistance is crucial to implementation and acceptance of change.
6. Offer additional seminars for faculty on interdisciplinary instruction.
7. Assist administrators in understanding the benefits of this instructional approach; one suggestion is the establishment of a team of committed administrators to provide ongoing support and assistance to the new administrators.

Impact on Administrators

The inclusion of administrators in the planning retreat was most effective. Through such methods, administrators can be helped to learn more about the purposes of the Washington Center Project and thus develop a greater ownership of the project. However, in small group sessions, faculty repeatedly voiced frustrations with lack of understanding of administrators as to the purpose of the project and lack of monetary support of the project.

Recommendations

1. Involve administrators in the early planning stages of the project.
2. Discuss with administrators ways in which the project can be fiscally sound. One possible strategy to use is to keep careful statistics on the retention of students in coordinated studies. Retention of students

is less costly than attrition and the resultant recruitment which is essential to regain the enrollment necessary for adequate funding levels.

3. Encourage administrators to attend all retreats. (There seemed to be a direct correlation between colleges with administrators in attendance and less complaints from faculty concerning frustrations with the administrative process.)

Creation of Curricular Initiatives Beyond the Capacity of Individual Institutions

It is significant to note that in just over two years of the existence of the Washington Center Project 27 institutions are involved--5 public four-year institutions, 5 private institutions, and 17 community colleges. Also, over 125 faculty members have been involved in exchange experiences. This almost overwhelming response of colleges and universities speaks directly to the fact that the Washington Center Project has provided an avenue for institutions to become involved in a curricular initiative which has captured their interest and met some initial needs of both faculty and students.

Recommendations

1. Attention needs to be paid to how much more expansion can take place with limited resources--both personal and financial. If an innovation is to endure it must become internalized and institutionalized within the college. This requires careful nurturing at each stage of the innovative process; and such nurturing requires time, personnel, and financial commitments.

2. More formal methods of evaluation should be implemented in order to tract precisely the retention statistics. Since one of the outcomes anticipated for this project was a positive impact on minorities, more formal evaluation efforts focused on minority success, retention, and transferability of knowledge need to occur.

Overall Institution and State-Wide Impact

The numbers of institutions involved, plus the recent funding by the State Legislature indicate that this program is having considerable impact

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at the state-wide level. After visiting three community colleges and The Evergreen State College, observing teachers and students in classes, listening to what both groups had to say about the impact on their lives, and reviewing the syllabi provided, it is apparent that this project is also impacting individual institutions in an extremely positive manner. Faculty are excited about teaching, becoming learners again as they deal with a new instructional approach, and involved with their colleagues in determining relevant instructional units for students. Students are learning how to learn, trusting their own abilities, and becoming involved in learning communities.

EXTERNAL
EVALUATORS'
FINAL
EVALUATION

OCTOBER 1988

Outside Evaluation

Washington Center
for the Improvement of the
Quality of Undergraduate Education

Submitted by

Dr. Faith Gabelnick
Dean, The Honors College
Western Michigan University

and

Dr. Patsy Fulton
President, Brookhaven College
Dallas Texas

November 16, 1988

Preliminary Remarks:

In an important way, the Washington Center is affecting the history of higher education in the state of Washington and increasingly in other parts of the United States. In a relatively short period of time, (1985 - 88) the Washington Center has been able to establish curricular connections with and among the majority of higher education institutions in Washington, but especially with the community colleges. This report is prepared by two outside evaluators, Dr. Patsy Fulton, President of Brookhaven College in Dallas, Texas, and Dr. Faith Gabelnick, Dean of the Honors College, Western Michigan University. Dr. Fulton will write a specific evaluation response from the community college perspective. Dr. Gabelnick will respond from a more general curricular and organizational perspective.

Faith Gabelnick, Ph.D.

Issues in Higher Education

The Washington Center is a consortium of colleges and universities which is explicitly working to establish collaborative programs for undergraduates. These programs are variously named coordinated studies programs, federated learning communities, clusters or linked courses. They involve faculty from two year and four year institutions, who, regardless of the particular collaborative format, work with each other, across disciplines and often across institutions. Students in these collaborative programs range in age from 18 - 75, represent diverse nationalities and cultures, many academic levels, and academic disciplines. Assessment strategies which have been initiated by the Center's administration are now being further developed at most participating institutions. The number of institutions involved in the assessment effort is about 17, or approximately 50% of all the institutions in Washington.

The Ford Foundation Grant to the Washington Center focused on the task of building coherence in the curriculum, especially through connections between two year and four year institutions. The general education framework of the learning community enabled coherence to be envisioned, examined and, in many cases, realized. Coherence needed to be addressed not only within the thematic parameters of the curriculum but at all levels of institutional involvement. In many ways, the Washington Center has been a grass roots movement, spurred by faculty who were, in many cases, discouraged, alienated, bored. They had lost the vision of coherence which would connect them with the teaching task and ultimately with the goals of the institution.

Faculty exchanges between two year colleges and Evergreen State College created the strategy by which the Washington Center would ultimately be established. These faculty members wanted more from their professional careers than teaching another 15 years of Freshman English or Psychology. They came to Evergreen State College as explorers and learners, and they drew Evergreen faculty with them into their own institutions.

From these exploratory arrangements developed a state wide pattern of exchange -- exchange of ideas, resources, teaching strategies as well as faculty. The educational networks being established among all institutions in Washington are significant because they are moving the state to consider coherence as a major motif in higher education. While interests of individual institutions certainly differ, conversations among faculty and administrators are inevitably uncovering common concerns. As these concerns become more formally articulated, they will frame the agenda for higher education in the state of Washington.

Furthermore, the Center exemplifies in important ways many of the issues of higher education nationally.

1. The Center is demonstrating the effectiveness of entrepreneurial efforts among faculty. The greying of the American faculty, with its concommitant attributes of burn-out and disengagement, is a phenomenon which affects most American colleges and universities. Those who participate in the Washington Center are, by and large, senior faculty members who are looking for ways to re-invigorate their teaching. They bring a mature and experienced perspective to new teaching formats. And because they have the security of seniority, they are also able to risk, to create new paths, new insights, new educational enterprises. The Center facilitates and rewards these entrepreneurial efforts.

2. The Washington Center has provided a powerful model for exchange and involvement. Faculty are developing creative approaches to teach undergraduates, and they strive to involve actively the students in their coordinated studies program or learning community. Faculty meet at least weekly to discuss their work and to work with their students in small groups. The learning community or coordinated studies model is particularly well suited for promoting involvement among students and among faculty.

3. The Center is promoting an integrated assessment strategy advocated nationally by Ted Marchese, Patricia Hutchings, Donald Farmer and other prominent educators. Of interest is that this impetus is coming from the faculty not from the institutional assessment office. Faculty are considering a variety of evaluative mechanisms as they plan their learning communities and are including those evaluative tools within the framework of their programs. The Center is supporting these efforts by providing evaluative instruments, articles on assessment and workshops on assessment strategies.

4. The Washington Center's planning committee is charting a new model for inter-institutional faculty/administrative collaboration. The Planning Committee constitutes an impressive representation from deans and faculty members, especially those faculty who have taught in one of the collaborative programs. This committee, while representing regional or local interests, also is

developing a sense of a more generalized commitment to higher education in Washington. What this means is that some of the traditional institutional interactive patterns are changing. Two year schools speak equally with four year schools, sometimes offering more formal expertise in collaborative learning than the four year schools. Roles are being equalized to some extent. Administrators and faculty try to put together their perspectives to develop programs for all schools. Thus the planning committee is a potentially powerful lobbying force in the state of Washington, representing most of the constituents of higher education.

5. The Washington Center is focusing state wide efforts to enhance critical thinking across the curriculum. As part of the effort to improve teaching in collaborative modes, the Washington Center has sponsored a number of conferences which bring to Washington presenters in critical thinking, intellectual development, writing across the curriculum, learning styles and curriculum development. These conferences have had full memberships since they began and are now attracting individuals from Oregon, California, and British Columbia. Their purpose is to bring the major undergraduate issues to faculty who might not be able to afford to travel to conferences outside the state. These conferences have also provided a wonderful networking opportunity bringing together diverse groups who are nevertheless interested in improving higher education.

Patsy Fulton, Ph.D.

Community College Connections

Overall, the Washington Center has created a remarkable community while rapidly expanding. It is clearly setting the agenda for higher education in Washington and uniting constituencies of two and four year institutions which have traditionally operated in separate spheres. Much needs to be done to continue to institutionalize these reforms.

Before dealing with the specifics pertaining to the community college, one general observation is important to note. in 1986, the Board of Directors of the American Association of Community and Junior Colleges appointed a task force of nineteen distinguished individuals to develop recommendations for the future of the community and junior colleges across the nation. Dr. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, chaired this commission. After 18 months of intensive study, public hearings, campus visits, and debate, the Commission finalized its findings in the form of a report entitled, Building Communities: A Vision for a New Century. Here are two excerpts from the report which have relevance for the Center project:

> Building communities is, we believe an especially appropriate objective for the community college because it embraces the institution's comprehensive mission. But the goal is not just outreach. Perhaps more than any other institution, the community college also can inspire partnerships based upon shared values and common goals. The building of community, in its broadest and best sense, encompasses a concern for the whole, for

> integration and collaboration, for openness and integrity, for inclusiveness and self-renewal.
>
> ...This brings us to our most essential point. At the center of building community there is teaching. Teaching is the heartbeat of the educational enterprise and, when it is successful, energy is pumped into the community, continuously renewing and revitalizing the institution. Therefore, excellence in teaching is the means by which the vitality of the college is extended and a network of intellectual enrichment and cultural understanding is built. Good teaching requires active learning in the classroom. It calls for a climate in which students are encouraged to collaborate rather than compete.

The individuals who began this project are to be commended for their vision and wisdom. The result of the Center's emphasis on teaching and partnerships has been revitalization of not only individual community colleges within the state but a statewide zeal which is resulting in improved education for students throughout the state.

Strengths

The Center has been the impetus for bringing together in two and a half years twenty-three of the state's community colleges in learning community programs. Evaluation of these learning communities has been extensive, including reflective writing by faculty, debriefing held by the Washington Center staff, interviews with administrators, the Measure of Intellectual Development administered to students, learning outcomes developed by faculty, and retention data on students. The data gathered from the evaluations have been used to further refine and improve the learning community programs. The student retention data reveal extremely high retention rates, with retention rates of greater than 80 percent being fairly consistent. Compared to institutional averages, the retention rates in learning communities show as least 10 percent higher retention.

An impressive array of information has been collected on learning communities, including characteristics of students enrolled in the program. Other important information which has been collected, compiled, and disseminated to the various community colleges includes elements of successful learning communities, planning and staffing learning communities, curriculum issues, and student support needed. This type of information sharing allows community college faculty and administrators to further refine and improve their programs in addition to providing valuable information for faculty and administrators who are establishing new learning communities.

Another exceptionally strong component of the Center program is reflected in faculty exchanges. More than 150 faculty members have been involved in exchanges between the two- and four-year schools or in inter-institutional faculty exchanges. These exchanges have allowed faculty to be exposed to different environments, to learn from their colleagues in other two- and four-year schools, and have been a means of professional development. In addition to individual faculty development, these exchanges have also provided valuable communication links between the community college and the four-year school. With the continued growth of community colleges in our nation and the transfer rate of community college students to the four year school, it is essential that the linkages between the schools be constant and continue to be strengthened. The Washington Center program is a model for other community colleges and four-year schools to emulate in supporting and strengthening ties between the schools.

A third extremely strong component of the Washington Center has been the staff development conferences provided for the participants. These conferences have focused on learning communities as a means of improving undergraduate education, writing and thinking across the disciplines, and assessment and evaluation designed to improve the learning process. These conferences have proven to be a valuable tool in providing new information to participants, bringing participants together for discussion of common concerns, and providing networking opportunities.

Issues

In participating in the planning and evaluation committee sessions, there were some issues discussed by the participants which were expressed in the sessions attended by the external evaluators in 1987. The main issue was one of lack of (or perceived lack of) administrative support. However, the colleges expressing this concern were significantly fewer than in 1987. The concern seemed to revolve around lack of understanding and commitment to the concept and lack of financial resources to support the learning community approach. Since there is remaining concern, it is suggested that ongoing attention be paid to this issue. Suggestions for improving the situation are included in the recommendations section.

Another recurring issue centered on the differing levels of implementation of learning communities within the colleges and thus the diversity of needs of the population being served by the Washington Center. Colleges which "bought in" early and implemented learning communities two years ago are obviously at a different stage of development and thus have different needs than colleges which have become players over the last year. For example, in listening to the Assessment Committee discuss issues, it was apparent that their levels of experience, expertise, and needs were quite diverse. These differences can create a certain amount of strain on the resources of the Washington Center. Recommendations to address the possible lessening of this strain are given in the following section.

Recommendations

1. Strengthen administrative knowledge and support at the community college level.
    - a. Continue to involve administrators in conferences provided by the Center.
    - b. Establish administrative support teams at the community college level to help "educate" administrators at colleges that are beginning learning communities.
    - c. Continue to provide information to administrators on retention data for learning communities.
    - d. Occasionally provide an article in the newsletter directed at administrative concerns -- funding,

staffing, retention, etc. These articles should be a collaborative effort among Washington Center staff and administrators in the community college.

e. Encourage faculty to take the initiative in establishing contact with administrators, explaining to them the benefits of learning communities.

2. Provide for the diverse development needs of the constituencies.

   a. Promote and expand the use of kibitzers from the Washington Center to assist with the various development needs.

   b. Promote the use of internal kibitzers within and among community colleges.

   c. Encourage resource sharing among the various community colleges.

   d. Continue to provide conferences and seminars on selected topics identified by faculty from the community college.

   Note: Assisting the community college personnel with assuming development and training roles should lessen the strain on the resources of the Washington Center and allow the Center to put its resources in strategic directions which will further the project within the state and nationally.

3. Continue to promote faculty exchanges between two- and four-year institutions. Also, continue to encourage faculty exchanges among the community colleges.

4. Encourage collegiality among faculty and administrators, empowerment of faculty, and ongoing leadership development. The model established by the Center has had tangential benefits for faculty and administrators which have powerful implications for long-term health of the organization. A possible approach is to pay attention to what has happened through sessions where community college faculty and administrators have "brainstormed" how the benefits may be maintained and enlarged to encompass the entire institution.

5. Tell the Washington Center story. The story of what is happening through the Center is an exciting and compelling one for education. A high priority should be telling the story to the nation through conferences, publications, and legislative networks.

Concluding Remarks:

We applaud the success of the Washington Center. Indeed, students are being positively impacted through educational experiences that encourage collaborative learning, critical thinking, writing, and oral expression -- skills that are increasingly essential in a world of rampant change. Faculty are becoming learners again in a process where collegiality, empowerment, revitalization, and development are serendipitous rewards. Faculty and administrators are discussing significant curricular issues with their colleagues in other two- and four-year schools. The work is wonderful, powerful, and abundant. We commend your vision, hard work and tenacity. The Center is well-launched -- and yet it has just begun.

EVALUATION
DESIGNS
AND
INSTRUMENTS

1986-87 and 1987-88

7/17/86

WASHINGTON CENTER

FORD EVALUATION STRATEGY 1986-87

I. EXTERNAL REVIEW

In Spring 1987 we will bring in two nationally known individuals to serve on an external review team. They will review written materials and attend the spring curriculum retreat. They will do selected visits to participating schools.

Wa. Center staff would develop a background document for for them, and ask them to respond with a written report.

Costs: travel/expenses and honoraria for the review team.

II. FACULTY EVALUATION

Each faculty participating in a Washington Center program will participate in a subjective/reflective evaluation of their experience, through both written and audio-taped commentary.

SEQUENCE: Faculty would write at three points in the process: 1) before the teaching quarter(s) begin; (2) mid-way through the quarter, or year, and (3) at the end of the teaching experience. Carbonless paper would be provided so that faculty could keep copies of written material. Washington Center would develop prompting questions for each feedback point. In addition, Wa. Center would arrange for an audio-taped session involving the whole teaching team at the end of, or after the teaching experience. (In terms of faculty development, it would be interesting to return to these individuals a year or so later as well....but unrealistic for us to attempt it, I guess)

Stimulus questions.....on following page

A. BEFORE THE PROGRAM

1. Prior to teaching in this program, what has been my dominant teaching style, and teaching context?
2. What is "big" for me right now, relative to my work as a teacher? (Dominant interests, concerns, ambitions...)
3. What are my reasons for teaching in this program?
4. In this program, what are my expectations? What would success look like?

    - for the students
    - for me
    - for my institution

B. DURING THE PROGRAM

1. Describe what is happening. (to me, my colleagues, and my students)
2. Unanticipated discoveries? Problems? Pressures? Benefits?
3. What new or different things am I doing as a teacher?
4. What new interests, concerns, or questions are emerging for me as a teacher?

Please be as specific as possible: include examples, stories, anecdotes.

C. AFTER THE PROGRAM

1. Same questions as in "DURING"
2. Looking back at my original expectations and notions about success, in what ways did the program meet or not meet them? (for you, and for your students)
3. What aspects of this experience seem most significant to me in terms of my own development as a teacher?
4. How am I changing? Am I doing, or looking at things differently?
5. Parting shot: please add anything else, any final perspective, opinion, question...

D. GROUP DISCUSSION

1. Ask each member of team to bring final writing to share as springboards for group discussion.

III. INSTITUTIONAL EVALUATION

Key administrators would be interviewed.....same set of questions, only institutional context:

A. BEFORE THE PROGRAM

1. Where is this institution beginning? What has been its dominant teaching style, and teaching context?
2. What are my questions --about undergraduate teaching in general, and this program in particular?

3. In this program, what are my expectations? What would success look like?

    - for the students
    - for the faculty
    - for my institution

B. DURING THE PROGRAM

1. What is happening? What stands out?
2. Unanticipated discoveries? Problems?
3. What new questions are occurring?

C. AFTER THE PROGRAM

1. Same questions as in "DURING"
2. Looking back at my original expectations and notions about success, in what ways did the program meet or not meet them?
3. What aspects of this experience seem most significant to me in terms of my role as an administrator?

IV. STUDENT EVALUATION

A. Written feedback

Faculty would ask students to write Measure of Intellectual Development" essays (Perry scheme) at the beginning and at the end of quarter, or year. Entry essays to be scored by Bill Moore of the Center for the Application of Developmental Instruction; exit essays to be scored by Moore and/or trained-up raters in Washington State.

B. Standard tests - optional
   Standard tests such as ACT-Comp, Watson-Glaser Critical Reasoning test, and Kolb's Learning Style Inventory to be made available to programs on a voluntary basis.

C. Learning Outcomes as set out by faculty
   Faculty teams to be given a one-day orientation both to Perry scheme and MID essay process, and to the process of assessing learning through the setting out of learning outcomes to students (a la Alverno method)......and to be invited to use that approach in evaluating student work during and at the end of the quarter.

   See attached pages for the learning outcomes outline.

WASHINGTON CENTER
FOR UNDERGRADUATE EDUCATION

ASSESSMENT OF LEARNING OUTCOMES

We would like you to engage in an explicit assessment process of at least three learning outcomes/abilities of your program and report on that process to us.

At the end of the quarter, (or, in the case of year-long programs, at the end of the year), we would like a brief, but comprehensive report of your assessment process (design and results). It might be organized along the following lines:

1. Learning outcomes...abilities or competences.
2. The learning design or experiences.
3. Criteria: the specific indicators of ideal student performance, that verify that he/she is demonstrating the ability.
4. The assessment mode....instrument....process.
5. The feedback design, or process. This may include several different opportunities for feedback, from multiple sources.
6. Evaluating the assessment: what this study of the student performances tells you worked effectively, and what needs to be revised in learning experiences and/or the assessment itself?

   and....
   What you, the teaching team, learned....what questions this approach is raising for you.

SOME ORGANIZING QUESTIONS

1. At the outset:

   What information about our students do we already have in our institutions that could be useful to us in terms of assessing where they are starting from? How are we using current information?

2. Program outcomes

- With what CONTENT competences do we want students to leave the program? How does this link to the syllabus? How will they demonstrate their knowledge and understanding?

- What other ABILITIES do we want students to acquire in this program? Where are they built in the program curriculum? How will we know they can demonstrate these abilities?

- What ATTITUDES, VALUES, or OTHER AFFECTIVE QUALITIES do we want students to develop in this program? Where are they built in, and how will we know they have them?

3. Choose one or two outcomes or abilities that you'd like to work with in detail in your program:

   a. Define that ability more specifically. You might want to break it down into component abilities. Keep focussing on abilities that indicate performance, rather than recognition.

   b. Develop criteria for assessing the ability. Describe or define some indicators of performance that verify that the student is successfully demonstrating the ability.

   c. Sketch out one or more possible assessment modes, or instruments wherein the student will demonstrate the ability.

   d. Sketch out a plan for judging the performance and giving feedback to the student. Who will assess, and will there be an opportunity for students to assess their own, or each other's performance? How will students receive feedback (in writing? orally? individually? in groups?) Given the level of students involved, how will you assure that the feedback is meaningful to them? That they can relate it to their development of the ability?

MEASURE OF INTELLECTUAL DEVELOPMENT

The attached essay/s deal with how you as an individual think about certain issues. There are no right or wrong responses; what is important is that you present as clearly as you can the way you think about the issue.

Before responding to the essay/s, please provide us with the basic information below. Such information is helpful in identifying differences among different groups of people and will be held in strict confidence. **At no time will it be used to identify you as an individual,** although your code or social security number may be used to facilitate a follow-up contact with you in the future.

NAME(**OPTIONAL**)______________________________ DATE____________

SOCIAL SECURITY NUMBER
(or STUDENT CODE NUMBER)____________________

SEX: FEMALE___ MALE____ AGE_______ RACE____________

MAJOR(If UNDECIDED, SO STATE)______________________________

CLASSIFICATION(check one)

Freshman_____	Junior_____	Grad Student_____
Sophomore_____	Senior_____	Other_____

ESSAY A

Student Code Number______________________

Describe the best class you've taken in high school or college. What made it positive for you? Feel free to go into as much detail as you think is necessary to give a clear idea of the class; for example, you might want to discuss areas such as the subject matter, class activities(readings, films, etc.), what the teacher was like, the atmosphere of the class, grading procedures, etc.--whatever you think was important. Please be as specific in your answer as possible, giving a complete description of your experience and how you felt about it.

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Carole C. Widick & L. Lee Knefelkamp
1985, Center for Applications of Developmental Instruction
Farmville, Virginia
William S. Moore, Coordinator

MEASURE OF INTELLECTUAL DEVELOPMENT

The attached essay/s deal with how you as an individual think about certain issues. There are no right or wrong responses; what is important is that you present as clearly as you can the way you think about the issue.

Before responding to the essay/s, please provide us with the basic information below. Such information is helpful in identifying differences among different groups of people and will be held in strict confidence. **At no time will it be used to identify you as an individual,** although your code or social security number may be used to facilitate a follow-up contact with you in the future.

NAME(**OPTIONAL**)______________________________ DATE____________

SOCIAL SECURITY NUMBER
(or STUDENT CODE NUMBER)____________________

SEX: FEMALE___ MALE____ AGE_______ RACE__________

MAJOR(If UNDECIDED, SO STATE)______________________________

CLASSIFICATION(check one)

Freshman_____ Junior_____ Grad Student_____
Sophomore_____ Senior_____ Other_____

ESSAY AP **Student Code Number**____________________

Describe a class that would represent the ideal learning environment for you. Please be as specific and concrete as possible about what this class would include; we want you to go into as much detail as you think is necessary to give us a clear idea of this ideal class. For example, you might want to describe what the content or subject matter would be, the evaluation procedures that would be used, the demands on you as a student, what the teacher/s would be like, and so on. We want a complete description of what you would see as an ideal class.

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1985, Center for Applications of Developmental Instruction
Farmville, Virginia
William S. Moore, Coordinator

WASHINGTON CENTER
FOR UNDERGRADUATE EDUCATION

FACULTY PARTICIPATING IN FALL QUARTER WASHINGTON CENTER EXCHANGES AND EVALUATION/ASSESSMENT PROJECT

EVERGREEN

Society and the Computer
(80)
Betty Estes
John Aikin
* Russ Fox
Carl Swenson (on exchange from Seattle U.)

Art, Music and Literature: New Beginnings
(80)
Bill Winden
Andrew Hanfman
Hiro Kawasaki
* Andrew Buchman (on exchange from U.W.)

Human Development
(100)
Janet Ott
Setsuko Tsutsumi
* Rosalie Reibman
Bobbi Righi (on exchange from Seattle Central CC)

Matter and Motion
(62)
* Rob Cole
Jeff Kelly

Teacher Education Program -- with Western Washington U.
(60)
Don Finkel (TESC)
Yvonne Peterson (TESC)
* Sy Schwartz (WWU)
Helen Darrow (WWU)

SEATTLE CENTRAL COMMUNITY COLLEGE

Power and the Person: Looking at the Rennaissance
(80)
Audrey Wright
• Dick Keller
Jeanne Hansen
Marilyn Frasca (on exchange from TESC)

NORTH SEATTLE COMMUNITY COLLEGE

Gods, Heroes and Humans: Sources of Western Civilization
(60)
• Jim Harnish
Mike Kischner
Julianne Seeman (on exchange from Bellevue CC)

CENTRALIA COLLEGE

Wilderness in the American Experience
(20)
• Don Foran
Les Dooly
Don Martin

TACOMA COMMUNITY COLLEGE - EVERGREEN BRIDGE PROGRAM

Connections: Personality, Expression and Culture
(23)
Frank Dippolito (TCC)
Jerry Shulenbarger (TCC)
• Betsy Diffendal (TESC)

SEATTLE UNIVERSITY - MATTEO RICCI COLLEGE

Matteo Ricci
(70)
Andrew Tadie (English - Matteo Ricci)
Bob Larson (Sociology - Matteo Ricci)
Emmett Carroll, S.J. (English - Matteo Ricci)
• Mark Levensky (on exchange from Evergreen)

Washington Center
for the Improvement of the Quality of
Undergraduate Education

Evaluation Strategy for 1987-88

The Evergreen State College
Olympia, Washington 98505

206-866-6000

Barbara Leigh Smith
Director

Jean MacGregor
Assistant Director

December 14, 1987

TO:
Yakima Valley: Gary Tollefson
Tacoma: Frank Garratt
Seattle Central: Ron Hamberg
Bellevue: Ed Dolan
Shoreline: Barbara Adams
North Seattle: Lucy Charnley
Centralia: Don Foran
Spokane Falls: Ron Johns
Green River: Bruce Haulman
Lower Columbia: Don Fuller
WWU/Whatcom: Dan Larner
Seattle U: Bernie Steckler

FROM: Barbara Leigh Smith & Jean MacGregor and the Evaluation Subcommittee

RE: Our Evaluation Work in Winter and Spring 1988

This memo lays out our revised plan for building an evaluation of Washington Center work and the model learning community efforts in our various institutions. We hope you will have time to review this plan at your earliest convenience, since -- in spite of the shortness of time -- we can be up and running in early January. I will be calling you shortly to discuss it, to respond to your questions, and to get the name of the person you have identified to assist us as a faculty coordinator on your campus.

As many of you know, we built an extensive evaluation plan into our Ford grant last year. Next fall our Ford grant ends and we will be developing a final evaluation report on that work. Of equal importance, we will be submitting our request for renewed funding from the state of Washington for the 89-91 biennium. This means that it is crucial that we gather the best possible information on our efforts this year and last year. Last year (largely due to our own short staffing), we experienced difficulty getting the kind of information we needed from the participating schools.

This year, we have streamlined our evaluation approach to make it more focused, reliable, and useful. Upon the recommendation of the Planning Committee we are also adding two "staffing" components to help us:

1) we will hire a student to work on data analysis with the Washington Center staff, and

2) we would like each of the participating schools to appoint a local faculty coordinator to coordinate the administration of the beginning- and end-of-quarter MID (Measure of Intellectual Development) "Perry" essays, and the survey described in the following pages. We suggest that this be a member of the coordinated studies or learning community team: this person will be paid a nominal $100 per quarter to help us with this work. Bellevue has already named Carl Waluconis to do this and Seattle Central is asking Bobby Righi to do it there. These individuals will also be part of the evaluation subcommittee of the Washington Center; it meets about once a quarter. We will need this person's name at your very earliest convenience, in that we would like to administer the surveys and Perry samples within the first two weeks of the Winter quarter.

In the remainder of this letter we would like to outline what our evaluation subcommittee would like to ask of each of your institutions. The information in point 1 and 2 below can probably be most easily compiled at the dean's level. The information in point 3 is what we expect the local faculty coordinator to gather.

1. FINANCIAL INFORMATION.

One of our major arguments has been that the Washington Center is a low-cost vehicle for change because of its ability to leverage dollars through institutional reallocations. We need evidence of this from each of you.

We need financial information, by year (the 1986-87 academic year and the 1987-88 academic year), on what participating institutions have spent on programs and activities either directly related to the Washington Center or inspired by our work. We are enclosing some forms to assist in generating these figures, but additional categories may occur to you. This information should include:

- the faculty salaries (with benefits) of faculty teaching in coordinated studies programs and the other learning community models with which we have been working, and all support costs associated with these programs. Both planning time and actual delivery time should be included.

- administrative costs, Washington Center conference attendance (both in kind contributions in terms of travel and salary for presenters and participants).

- costs of participating in the governance of the Washington Center for those at your institution who serve on the planning committee or other subcommittees of the Center.

We will need the same information, as estimates, for the 88-89 academic year. Any grants you have received that are related to this work should also be shown as a matching fund.

We would like to have this information by February 14, 1988. Please call us if you have questions.

2. RETENTION DATA

Learning Community Model Programs in other parts of the nation do an outstanding job of retaining students. Federated Learning Communities at SUNY-Stony Brook retain 85% of their students into the following year; LaGuardia Community College's Learning Clusters have beginning-to-end-of-quarter retention consistently above 90%. We suspect our learning communities have very positive retention also, but we need the numbers.

We would like to gather retention information for these programs for this year and last year:

- Retention from the first day to the end of quarter.
- Retention into the next quarter, both into subsequent learning communities and in the institution as a whole.
- We want to follow these students over the longer term to see how many finish their degree or certificate program, how many go on to a four year college and graduate, and how many transfer throughout the system. (Ron Hamberg has offered to help with the tracking within the community college system. This should provide some much needed information on retention, time for completion, and transfer rates in general).
- We will need to collect this same retention information for comparison purposes from the control group identified below.

Please tell us who will gather this information at your end and we will get together with them to discuss it in more detail.

3. EVALUATION OF THE PROGRAM AND ITS IMPACT ON STUDENTS AND FACULTY

We plan to employ a scaled-down version of last year's effort. This will be done systematically in winter and spring quarter as well as next year. We will meet with the evaluation committee later in the year to review how this year went and make any needed revisions. Our evaluation design includes the following components:

a. End-of-quarter taped interviews by Jean with the faculty teams. In light of last year's more open-ended interviews, the questions are more focused this year to gather better information.

b. A survey at the beginning and end of each quarter that tells us demographically and attitudinally who the students in learning communities are. This survey, with detailed instructions, will be sent directly to the person you identify as the faculty coordinator. We would like the survey to be administered to both the learning community model program students and to a control group at each institution. Our evaluation committee suggests that control groups be regular classes taught by faculty who plan to be teaching in the learning community programs; and that if possible control groups include both an English 101 class and a content class. The local faculty coordinator would be responsible for getting the surveys administered, collected and sent to us: this survey and the MID instrument (in point 3c. below) together will require only about one hour of class time during the first or second week of the quarter, and another hour during the last week of the quarter. Our staff will handle the analysis.

c. The Perry MID (Measure of Intellectual Development) essay administered at the beginning of the quarter and the end of the quarter to students in the learning community programs and to the same control group(s) specified in point 3b. The local faculty coordinator would be responsible for getting these essays completed and forwarding them to us. The essay, incidentally, can serve as a writing sample.

4. EXTERNAL EVALUATION (continued from last year)

In fall 1988, we will bring our external evaluators, Faith Gabelnick (Director of the Honors Program at Western Michigan University) and Patsy Fulton (President of Brookhaven Community College in Dallas) back to do the close-out evaluation for the Ford Foundation. We want to give the evaluators a thorough self-study before they come back for a site visit, preliminary to writing their final report.

We are sure you will all nod in agreement when I say that while this information isn't at the top of everyone's list of "pressing work," it is important and it gets harder to pull together as time goes by. We can't do it without your help. Please get back to us as soon as possible by phone with the name of your local faculty coordinator. We hope to have this contact before the holidays.

Our thanks and best regards,

Jean

Barbara Leigh Smith
Jean MacGregor

P.S. We think you might be pleased to hear that the Ford Foundation is so impressed with what has happened in Washington that they are contemplating putting out a Request for Proposals for other states to replicate the Washington Center model!

Washington Center
for Undergraduate Education

REPORT OF FINANCIAL COMMITMENTS TO LEARNING COMMUNITY MODEL PROGRAMS AND THE WORK OF THE WASHINGTON CENTER.

INSTITUTION: ____

PERSON TO CONTACT FOR FURTHER DETAIL ON THIS FORM:

______________________________________ Phone ____________

DATE: ____________________________

ACADEMIC YEAR COVERED BY THIS FORM: ________________________
(Please fill out a separate form for each academic year)

1. LEARNING COMMUNITY MODEL PROGRAMS:

Faculty salaries:

Fringe benefits:

Support costs (please break out):

Administrative costs (please break out):

TOTAL COSTS ASSOCIATED WITH MODEL PROGRAMS: ________________

2. PARTICIPATING IN WASHINGTON CENTER GOVERNANCE ACTIVITIES (PLANNING COMMITTEE, SUB-COMMITTEES, ETC.):

Salaries:

Benefits:

Travel:

Other :

TOTAL COSTS ASSOC. WITH WA. CENTER GOVERNANCE ____________________

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3. PARTICIPATING IN WASHINGTON CENTER CONFERENCES & RETREATS (including local mini retreats):

Salaries :

Fringe benefits:

Travel:

Per diem:

Other:

TOTAL COSTS ASSOC. WITH PARTICIPATING IN
WA. CENTERS RETREATS & CONFERENCES ____________________

---

4. SEED GRANTS OR OTHER GRANTS PROGRAMS:

Amount received from Washington Center:

Matching or in-kind dollars associated with seed grant, but NOT listed in items above:

TOTAL COSTS ASSOCIATED WITH GRANTS PROGRAMS ____________________

5. FACULTY EXCHANGES:

Contributions towards faculty exchange program:
travel, replacement funds, etc.:

TOTAL COSTS ASSOCIATED WITH EXCHANGE ____________________

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6. CONSULTING WORK OUR INSTITUTION HAS DONE FOR OTHERS:

Nonreimbursed costs associated with consulting or speaking efforts:

TOTAL COSTS ASSOCIATED WITH CONSULTING ____________________

---

7. OTHER COSTS: Attach any additional pages to list anything else that we may have overlooked:

* *

GRAND TOTAL OF COSTS
ASSOCIATED WITH WASHINGTON CENTER EFFORT:

* *

Finally, can you specify what of these were:

Institutional funds:

Other funds (please specify):

Washington Center funds we received:

Return to The Washington Center, Lib 2211, The Evergreen State College, Olympia, Wash 98505, by February 14, 1987.

DEMOGRAPHIC SURVEY - Winter Quarter 1988

Identification code (social security number): ________________

School: ____

Name of this class: ____________________________________

1. How many college credits have you completed: ______

2. What type of prior college work have you had:

_____ vocational _____ academic transfer credit
_____ military _____ other (specify)

3. What is your age: ______

4. What is your marital status: _____ Married _____ Widowed
_____ Divorced _____ Single

5. Sex: _____ Male _____ Female

6. Race: __________________

7. Intended major (if known): ______________________________

8. Have you previously enrolled in a coordinated studies program? _____ yes _____ no

9. What were the important reasons for you to attend college?

10. In terms of higher education what levels of additional education do you hope to attain:

_____ a two year degree _____ a four year degree
_____ graduate school _____ professional school

11. What is your grade point average at this point? _________

12. How frequently do you use the following college services (mark 1 for often and 5 for seldom):

_____ Library _____ Advising

13. What was your expectation about meeting people and making friends at this college?

_____ Thought it would be very easy
_____ Thought it would be somewhat difficult
_____ Thought it would be very difficult

14. Why did you enroll in this course? (check as many as apply)

_____ Subject matter
_____ Instructor
_____ Advised to do so by advising office
_____ The class fulfilled requirements
_____ Thought I'd enjoy closer relations with others in this class
_____ Opportunities for student direction & involvement
_____ Interdisciplinary nature of course
_____ Process by which the class is taught
_____ People like me enrolled in it
_____ Other (specify) _____________________________________

15. How did you hear about this course?

16. On the following questions indicate how well each statement describes you. Mark 1 if you strongly agree with the statement and 5 if you strongly disagree. Use the 2,3,4 marks for intermediate positions.

_____ I dislike competititon.
_____ I have a strong interest in learning.
_____ I am highly self reliant and motivated.
_____ I enjoy working with other people.
_____ I tend to think that I can achieve whatever I want.
_____ I enjoy challenge.
_____ Although everyone can improve, I'm fairly satisfied with myself as a person.
_____ I have a generally negative attitude towards education.
_____ I'm working as hard as I should be in college.
_____ I tend to put off completing things.
_____ I've learned a great deal from others in school.
_____ College has generally lived up to my expectations.
_____ I get sufficient attention from my teachers.
_____ In general my teachers give me lots of feedback on my work and my performance.
_____ I have few friends at this college.
_____ Being well off financially is very important to me.
_____ Helping others is important to me.
_____ Being better educated for my children is important.

* * * * *

Washington Center
for Undergraduate Education

EXIT SURVEY: Spring Quarter 1988

1. Identification code (Social Security Number) ____________________

2. School ____

3. Name of this class or program: ______________________________

4. On the following questions indicate how well each statement describes you. Mark 1 if you strongly agree with the statement, and 5 if you strongly disagree. Use the 2, 3, 4 marks for intermediate positions between "strongly agree" and "strongly disagree."

_____ I dislike competition.

_____ I have a strong interest in learning.

_____ I am highly self-reliant and motivated.

_____ I enjoy working with other people.

_____ I tend to think that I can achieve whatever I want.

_____ I enjoy challenge.

_____ Although everyone can improve, I'm fairly satisfied with myself as a person.

_____ I have a generally negative attitude towards education.

_____ I'm working as hard as I should be in college.

_____ I tend to put off completing things.

_____ I've learned a great deal from others in school.

_____ College has generally lived up to my expectations.

_____ I get sufficient attention from my teachers.

_____ In general my teachers give me lots of feedback on my work and performance.

_____ I have few friends at this college.

_____ Being well off financially is very important to me.

_____ Helping others is important to me.

____ Being better educated for my children is important.

Washington Center
for the Improvement of the Quality of
Undergraduate Education

The Evergreen State College
Olympia, Washington 98505

206 866-6000

Barbara Leigh Smith
Director

Jean MacGregor
Assistant Director

May 2, 1988

To: Coordinators of Spring '88 Learning Community Programs

From: Barbara Smith and Jean MacGregor

Re: Debriefing visits at the end of the quarter.

As part of our ongoing Washington Center evaluation efforts, we try to get around the state during the last couple of weeks of the quarter to sit down and chat with faculty teams who have taught in learning community programs. For posterity, we like to structure the conversation around the enclosed questions, and to audio-tape the event.

We are writing to ask you and your colleagues to consult your calendars SOON and to give our program assistant, Laura O'Brady, a call to make an appointment for one of us to come and visit your faculty team. A list of suggested dates is attached. You will note we have suggested dates into the week of June 13 to accommodate everyone--but we realize many of you will have departed by then. A two-hour block of time would work the best for us. Though we love restaurant chats, we would prefer that you would arrange for our visit in a quiet spot--so our tape will turn out well.

To prepare, we'd like each of you to reflect on the enclosed questions. Also, would one of you pull together a "program file," of program announcement, syllabi, any copies of significant hand-outs, assignments or tests, a sample of the credit generated and program evaluations if you have any. Your campus "evaluation contact person" (the one running around all the surveys and essays) may also be asking you for such a file: we only need one but we do need one for the growing Washington Center archive.

Many thanks. We're looking forward to seeing you soon.

Washington Center
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Undergraduate Education

QUESTIONS FOR END-OF-PROGRAM DISCUSSION

We would like to structure our time together around the following questions. Please give them some thought before we meet. Thanks.

1. Introduction to the program: Give me a quick sprint through the quarter and the substance of the program, and a sense of high and low points for the students, for you.

2. What were each of your original expectations for teaching in this program?

3. Given those expectations, in what ways did the experience meet them, or not meet them?

4. What else stands out for you, in terms of observations or discoveries? What did you notice about students, your colleagues' teaching, and your own teaching?

5. Issues to pay attention to in the future:

   - what might future teams consider, or address as they plan and carry out these learning community programs?

   - what might the institution consider or address?

6. As a result of teaching in this program, what will you take back to your work?

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COMMITTEES

Washington Center
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Undergraduate Education

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November, 1988

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1/5/89

WASHINGTON CENTER
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PLANNING COMMITTEE

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William Stoever Liberal Studies	SCAN 532-3030
John Miles Dean, Huxley College	SCAN 532-3520

[FORMS.PlanComm.Lst.1/5/89]

7/15/86

WASHINGTON CENTER
for the Improvement of the Quality of
UNDERGRADUATE EDUCATION

EVALUATION COMMITTEE 1986-87

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Washington Center
for Undergraduate Education

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Steve Hunter, Director of Academic Institutional Research
Joye Hardiman, Faculty member in Humanities, at the Evergreen-Tacoma Campus.

Green River Community College
Robert Filson, Faculty in Geology
Jeff Clausen, Faculty in Psychology

Fairhaven College, Western Washington University
Bill Heid, Faculty in Psychology
Dan Larner, Dean

Seattle University
Bernie Steckler, Dean
Matteo Ricci College
Bob Larson, Faculty in Sociology

North Seattle Community College
Rita Phipps, Faculty in English

Seattle Central Community College
Carl Waluconis, Faculty in English

Washington Center Evaluation Effort Contacts at Participating Institutions who joined the Evaluation Committee effort in 1988.

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Joy Carey, Human Resource Center

Tacoma Community College
Carol Church, Tacoma-Evergreen Bridge Program and Faculty Member in English

Shoreline Community College
Diane Gould, Faculty Member in English

Centralia College
Randy Johnson, Pheonix Learning Center

Yakima Valley Community College
Judy Moore, Faculty in Biology

Spokane Falls Community College
Steve Reames, Faculty in English

Lower Columbia College
Michael Strayer, Faculty Member in Psychology

Seattle Central Community College
Bobby Righi, Faculty member in Mathematics

Washington Center
for Improving the Quality of
Undergraduate Education

EVALUATION COMMITTEE 1988-89

Bellevue Community College

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Pauline Christiansen, English

Centralia College

Randy Johnson, Writing Specialist, The Phoenix Center

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Green River Community College

Jeff Clausen, Philosophy
Bob Filson, Geology

Lower Columbia College

Mike Strayer, Psychology

North Seattle Community College

Rita Smilkstein, English

Seattle University

Bernard Steckler, Dean, Matteo Ricci College II
Bob Larson, Sociology

Seattle Central Community College

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Shoreline Community College

Virginia Bennett, Speech and Communication

Spokane Falls Comunity College

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Tacoma Community College

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The Evergreen State College

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The Evergreen State College-Tacoma Community College

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University of Washington

Claire Sullivan, Center for Instructional Development & Research (Ph.D. Candidate)

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Dan Larner, Dean, Fairhaven College
Bill Heid, Psychology

Yakima Valley Community College

Judy Moore, Biology
Gary Tollefson, Registrar & Associate Dean of Student Development

The Washington Center

Barbara Smith, Director
Jean MacGregor, Assistant Director

[FORM:Eval-by.Col.1/18/89]

Washington Center
for Undergraduate Education

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WASHINGTON CENTER
NEWSLETTERS

SPRING 1986

WASHINGTON CENTER news

VOLUME ONE ■ NUMBER ONE

Director's Letter—"Working Together to Improve Undergraduate Education"

These past few years have brimmed with debate over the quality of undergraduate education. More than a dozen national reports have both detailed the shortcomings of undergraduate education, and called for a whole array of solutions. Nation-wide, colleges and universities, including many of our institutions in Washington state, are responding, re-examining various aspects of their undergraduate curriculum, and grappling with ways to enhance and sustain quality teaching.

Nonetheless, there is a lingering sense that there simply aren't enough resources to implement the reforms that the national reports are calling for. At the Wingspread Conference this Fall, University of Michigan economist Howard Bowen wondered aloud, "How much will it cost to increase quality—and can we afford it?"

Implementing eight frequently-recommended programs, he estimated, would cost nearly $2.3 million, or nearly half the budget of the small college upon which he based his analysis. Clearly, such reforms are beyond the capability of most institutions. While not all states and institutions are economically strapped, many are; Bowen's analysis must give us pause about what is realistically possible in terms of reforming undergraduate education.

Allan Odden, noted commentator on public school reform, has come to the same conclusions about the cost of implementing reforms in our public schools. Bowen and Odden, if not fifty state legislatures, and hundreds of Board of Trustees, should be pushing us to become more resourceful, to think creatively about low cost but highly effective approaches to improving the quality of undergraduate teaching and learning.

We believe the Washington Center represents one such approach. Through the collaboration of community colleges and four-year institutions, we have invented a model of curricular and faculty development that is low cost, transferable, systematic, and designed to overcome some of the structural barriers to educational excellence.

Our work rests on several assumptions. First, we can no longer afford to operate as isolated institutions and individuals: student enrollment patterns are only one of many telling signs that the fates of two and four year institutions are intertwined. Secondly, we believe that reform and renewal can spring from opportunities and resources that already exist within our colleges and universities, without massive infusions of money. And, most importantly, we are convinced that the development of partnerships, and the exchange of faculty and ideas through team-teaching in model programs can be powerful in revitalizing both teachers and curricular thinking.

In the past year, we have built new curricular models which simultaneously address the real need for faculty

continued next page

Participating institutions: Bellevue Community College, Central Washington University, Centralia College, Clark College, Edmonds Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Saint Martin's College, Seattle Central Community College, Seattle University, South Seattle Community College, South Puget Sound Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Western Washington University

Every institution of higher education should strive to create learning communities, organized around specific intellectual themes or tasks.

One of the recommendations of the National Institute of Education's *Involvement in Learning Report, 1984.*

development *and* the need for more coherence in the undergraduate curriculum. Much of our work this year can be described as an effort to explore the National Institute of Education's recommendation that "Learning Communities" be established on all campuses. We have proceeded on the assumption that rebuilding educational communities and purposes is a central agenda for higher education and a crucial need in our institutions.

Just a year ago, the Exxon Foundation provided the Washington Center with $50,000 in start-up funds, to explore, inter-institutionally, learning communities and faculty development. At the same time, the Washington State Legislature wrote authorizing legislation for the Washington Center, and urged the State's institutions to participate in the Center's efforts.

In less than 12 months, the $50,000 of seed money has been leveraged to over $350,000 worth of programs and faculty development efforts, on seven campuses, involving 50 faculty teaching together and over 1200 students. In addition, quarterly seminars have been held, on important national topics in higher education, drawing together over 150 faculty and administrators from nineteen campuses into a new and ongoing dialogue about strategies for improving teaching and learning.

Numbers can hardly convey the sense of contagious opportunity and common enterprise that I've felt among us over the past year. All of us participating in Washington Center activities have been inspired by the talent in the our institutions, the deep idealism about effective teaching, and the widespread commitment to self-examination and learning from colleagues. In the past year, working together to improve undergraduate education has become more than rhetoric; real programs and partnerships have emerged, and along with them, an agenda for our future.

Barbara Leigh Smith
Director

What's Happening in Participating Schools?

New Programs

At North Seattle Community College, spring quarter brought the initiation of "American Values," a new interdisciplinary program. Four faculty are team-teaching the program: North Seattle faculty Jim Harnish (History); Rita Phipps (English), and Tom Kerns (Philosophy), and visiting Evergreen faculty Nancy Taylor (History). Harnish previously taught in Seattle Central's coordinated studies program, and in Evergreen's Great Books program in the fall of 1985. Phipps was an also an exchange faculty to Seattle Central and Evergreen.

Harnish comments, "I'm more convinced than ever that the most effective way to teach writing is through integrating it with content. I'm also convinced of the value of building a focus around great books. This quarter we're reading some dense material: de Tocqueville's *Democracy,* and Paul Tillich's *The Courage to Be.* The students are rising to it. . .they're so proud of what they're achieving, as they struggle to understand and write about complex and important ideas. It's marvelous to see them staying after class to continue a discussion, or arranging study parties in the evening. . .creating a true learning community."

Tacoma Community College is finishing its second quarter of a new Bridge Program with Evergreen. Planned for and offered to adult students in the evening, the Bridge Program prepares students for upper division work at Evergreen's downtown Tacoma campus. Both winter and spring quarters have been built around the program theme of "The City as Cultural Mirror." Faculty teams have included Yun-yi Ho

(History), Gwen Harris (Music), and Dick Lewis (English) from Tacoma Community College, and Margaret Gribskov (Journalism, and Education) and Betsy Diffendal (Anthropology) from Evergreen. This quarter's content is comparing ancient Athens with the Chou Dynasty settlements of the same period in China.

"Designing a program which can reach and retain many first generation college students is a real challenge," says Betsy Diffendal. "What's been most exciting for me has been creating a climate where these adult students feel free to ask about the content they're learning, and to deepen their understandings—in this case about the culture of cities—in terms of their own city lives."

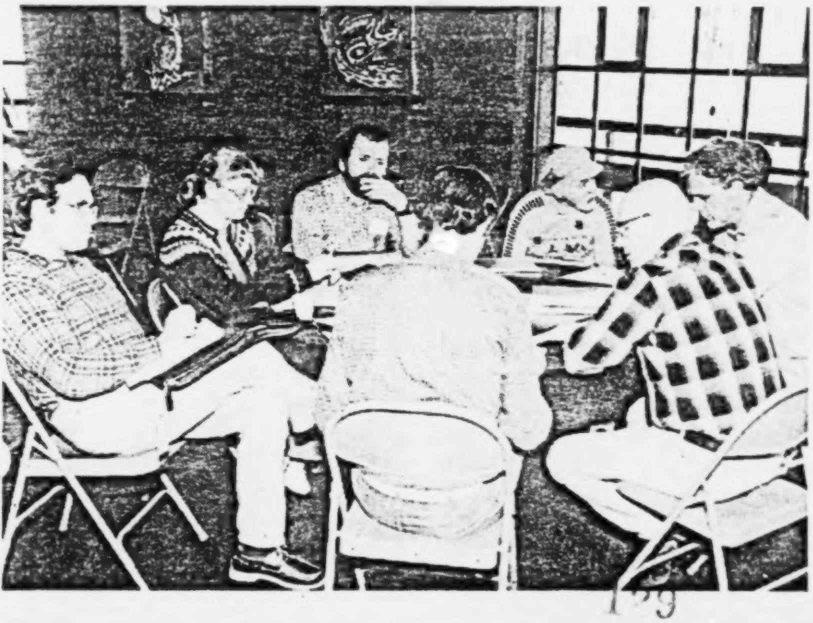
Evergreen began its own experiment with the federated learning community model this spring quarter. Entitled "Counseling the Culturally Different," the learning community federates or links three courses: Cross Cultural Communication, Drugs and Alcohol in Modern Society, and Transcultural Approaches to Counseling. Faculty member Victor Shames (Chemistry) is the Master Learner in the program: his role is to take all three courses along with the students, and to lead integrating seminars with the students each week.

Dean Barbara Leigh Smith views the program as an experiment at Evergreen, and a new and different approach to "coordinated study." "The model will probably be used on a fairly small scale at Evergreen, Smith indicates, "but I think it has some advantages: we are using part-time faculty to teach some of the constituent courses. This provides a way to integrate part-time faculty into Evergreen's team-teaching setting, as well as to provide for faculty development, through the Master Learner role."

Plans for other new model programs—both federated learning communities and coordinated studies—are in the works for next year, at Western Washington University, Bellevue Community College, Lower Columbia College, and Centralia College.

Faculty Exchanges

Spring faculty exchanges include Evergreen faculty Hiro Kawasaki at Seattle University and Nancy Taylor at North Seattle Community College, Seattle Central faculty Audrey Wright at Evergreen, and Evergreen faculty Bill Winden at University of Washington. Jerry Zimmerman from Lower Columbia College is spending his sabbatical leave at Evergreen in their Management program. Dick Lewis and Yun-Yi Ho are teaching the second quarter of a new inter-institutional bridge program between Evergreen and Tacoma Community College with Evergreen faculty Elizabeth Diffendal.



Bellevue, Centralia, and Seattle Central faculty discuss interdisciplinary programs

Left to right: Bobbi Righi (math/Seattle Central C.C.), Rachel Levine (nutrition/Seattle Central C.C.), Jan Ray (math/Seattle Central C.C.). Righi and Ray will be exchange faculty at TESC in the Human Development Program in 1986-87.

Inter-Institutional Curriculum Planning Retreat

This newsletter's photographs capture the people that are part of the Washington Center process, as they worked together over the weekend of May 9-10 at Camp Bishop, a rustic Y camp outside of Shelton. That weekend, the Washington Center hosted what may be one of the first attempts at inter-institutional curriculum planning. Sixty faculty and administrators from seven institutions spent two days planning interdisciplinary programs for next year, and working together on both content, teaching and logistics issues common to all their programs. In attendance were representatives from Bellevue Community College, Centralia Community College, Evergreen, North Seattle Community College, Seattle Central Community College, Seattle University, Tacoma Community College, and Western Washington University.

The retreat included teams who will be launching new programs for the 1986-87 academic year, or will be exchanging faculty in team-teaching situations. Additional faculty, who are veterans of exchange and interdisciplinary program teaching, were on hand to serve as informal advisors and curriculum consultants.

Faculty Exchange Project Expands

At the heart of the Washington Center's efforts this year is an inter-institutional faculty exchange program which now involves faculty from eight institutions: Western Washington University, University of Washington, The Evergreen State College, Seattle University, North Seattle Community College, Tacoma Community College, Seattle Central Community College, and Lower Columbia College.

Faculty exchanges are arranged on a minimal or no-cost basis. The Washington Center offers only some brokering help, and minimal funds, as necessary, to assist exchange faculty with housing relocation costs. Faculty find it invigorating and stimulating to be teaching in a new setting, with new colleagues. Administrators view it as a particularly effective form of faculty development. As Ron Hamburg, Dean of Instruction at Seattle Central Community College recently commented, "An unanticipated additional benefit for the faculty at Seattle Central was the renewal aspect of these faculty exchanges. We didn't realize this process would lead to so much faculty development effort, and such feelings of well-being about teaching."

In almost every case this year, the exchanging faculty were involved in team-teaching in an interdisciplinary program—a process which ensured both the meeting of new colleagues, and immediate immersion in the new institutional setting. Just as importantly, three or four "receiving faculty" were experiencing and interacting with a new colleague as well. This pattern quickly produces a "multiplier effect" in our institutions. By the end of 1987, we estimate that over 125 visiting and receiving faculty will have been involved in teaching settings with new programs and colleagues.

Exchange faculty from Seattle Central Community College described their experience teaching at Evergreen in the following terms....

"Yeasty...nourishing...a constant bubbling of ideas and shared perceptions...how very privileged all this is! What a very special experience was afforded me in being a part of Evergreen...It may mean survival for many, and certainly has extended my half-life as a teacher." (Rachel Levine)

"Not all of our delight arises from watching each other at work. A good deal comes from working together, planning the curriculum, choosing books, arguing about strategies and meeting inevitable crises. In every program each of us must take some intellectual risk. The excitement of participating in active learning has transformed us." (Valerie Bystrom)

Evergreen faculty teaching at Seattle Central also found the experience stimulating. Hiro Kawasaki, who taught Fall quarter at Seattle Central and Winter at Seattle University notes, "I enjoyed the array of students common to the city environment: older adults, working people, and a broad range of ethnic and social backgrounds...great to listen in the hallways to multiple languages being spoken...and learn from and with students who lead such dynamic lives beyond the classroom."

Where is the faculty exchange program going? Washington Center Director Barbara Leigh Smith indicates that as many as twenty-five exchanges are scheduled over the next eighteen months. The number of interested faculty increases daily. "We believe that the faculty exchange program in Washington is the most unique and effective faculty exchange effort in the country. It is the only one we're aware of that is tied to team-teaching, and the development of new curriculum. And it's the only statewide effort which involves ongoing exchange relationships between two- and four-year institutions. We can all only benefit from such relationships."

In every program each of us must take some intellectual risk. The excitement of participating in active learning has transformed us.

Faculty evaluation of her first team-teaching experience, set up through the Washington Center.

Left to right: Nancy Finley (psych/Seattle Central C.C.), Sandra Hastings (literature/Seattle Central C.C.), Rachel Leving (nutrition/Seattle Central C.C.), and Rosetta Hunter (Chair, humanities and social science/Seattle Central C.C.)

In the 1986-87 academic year Western Washington faculty Sy Schwartz and Helen Darrow will be teaching at Evergreen in a new joint Western-Evergreen teacher education program. Seattle University will send Carl Swenson (Computer Science) to teach with three Evergreen faculty in their freshmen "Society and the Computer" program, while Evergreen philosopher Mark Levensky will go to Seattle University. Seattle Central Community College will send Jan Ray (Math), Bobbi Righi (Math) and Nancy Finley (Psychology) to Evergreen and receive Evergreen faculty Marilyn Frasca (Visual Arts), York Wong (Political economy), and Gail Tremblay (Arts, Native American Studies). North Seattle Community College will send Larry Hall (Psychology) to Evergreen in exchange for Evergreen faculty Nancy Taylor who is teaching at NSCC this quarter in their new inter-disciplinary program.

We're looking particularly at developing a network of rural or underserved teachers, and ways to tie them together to give them access to distinguished scholars and each other.

National Humanities Faculty Comes to Washington

The National Humanities Faculty, now renamed the National Faculty of Arts and Sciences, will be establishing its first regional office in the Pacific Northwest in the next few months. The regional office will be located at The Evergreen State College.

Created in 1968 by the National Endowment for the Humanities, the American Council on Education, and the American Council of Phi Beta Kappa, the National Humanities Faculty was charged to improve the teaching of the humanities in the nation's schools by providing opportunities for school teachers to work directly with distinguished scholars, teachers, artists, and writers in the Humanities.

In order to serve quite diverse interests and needs in both urban and rural school systems, the National Faculty adopted a widely acclaimed strategy. It operates with a small central office, (now based in Atlanta, Georgia) and a board of trustees, and a large pool of over five hundred eminent teachers from universities, community colleges, schools, and the creative and performing arts.

Building on the resources and programs that are already in place in a school or school system setting, the National Faculty's approach (as Executive Director Ben Ladner puts it) is a "porous one." It tailor makes flexible programs designed to deepen teacher's understanding of subject matter, improve the effectiveness of their teaching, and to develop more coherent and stimulating courses and programs.

The choice to locate the Faculty's first regional office in the northwest, Ladner commented, had to do with this region's "special, indigenous, grass roots feelings about the importance of education...its high degree of commitment to the National Faculty idea...and the mix of public and private resources. We're looking particularly," Ladner said, "at developing a network of rural or underserved teachers, and ways to tie them together to give them access to distinguished scholars and each other."

Ladner also envisions the development of model projects in more populated areas, and a state or region-wide effort to engage the resources of higher education on behalf of the betterment of schools. The National Faculty's northwest office should be in place on the Evergreen campus by mid-summer.

Ford Foundation Awards $75,000 for Curriculum Coherence

The Ford Foundation recently announced the award of $75,000 to the Washington Center for a two-year project focusing on improving curricular coherence. Particular emphasis will be on faculty exchanges and the development of interdisciplinary programs designed to increase coherence in community college programs.

Ford Foundation program officer Allison Bernstein indicated that Ford's interests have to do with the forging of more and better linkages between two and four year institutions. "Too often," Bernstein observes, "undergraduate education is misconstrued as that which takes place in four-year schools. Too often, students are caught between the parameters a two-year institution and a four-year one. We have a desire to see tangible strategies for establishing closer partnerships between faculty, institutions, and courses of study."

Nineteen Institutions Join Washington Center

Nineteen institutions—listed on the newsletter's front page—are now affiliated with the Washington Center. Self-selecting, the member institutions are committed to working together to improve undergraduate education. Members include two- and four-year colleges as well as both public and private institutions. All member institutions are represented by both faculty and key administrators. With additional funding, the the Washington Center's plans call for the expansion of the Center to include additional institutions, with an emphasis on Eastern Washington.

Washington Center Planning Committee (standing left to right): Bernard Steckler (Dean, Matteo Ricci College, Seattle U.), Bob Larson (sociology, Seattle U.), Barbara Leigh Smith (Washington Center Director), Ed Dolan (Bellevue C.C. Dean), Paul Jacobson (Tacoma C.C., chemistry), Rosetta Hunter (Division Chair, humanities and social science, South Central C.C.), Lucy Charnley (Dean, North Seattle C.C.), Jean MacGregor (Assistant Director, Washington Center), Frank Garratt (Dean, Tacoma C.C.), and Margaret Gribskov (education, TESC)

Planning Committee Established for Washington Center

In January, the Washington Center drew together a planning committee. Composed of administrators and faculty from eight of the participating institutions, the committee will set priorities for the Center, and serve as a focus for short and long term planning. Next year's planning committee activities will include implementing the Ford Foundation grant, fund-raising for the Washington Center, and evaluation of the Center's ongoing programs: the seminar series, the faculty exchange program and the model curriculum efforts.

The following individuals are current members of the planning committee:

- **Bellevue Community College**
  - R. Edmund Dolan, Dean of Instructional Programs
  - Patricia Williams, Faculty, English
- **North Seattle Community College**
  - Lucille Charnley, Dean of Instruction
  - Jim Harnish, Faculty, History
- **Seattle Central Community College**
  - Ron Hamburg, Dean of Instruction
  - Rosetta Hunter, Chair, Humanities & Social Sciences
  - Valerie Bystrom, Faculty, English
- **Seattle University**
  - Bernard Steckler, Dean, Matteo Ricci College
  - Father David Leigh, Director, Honors Program
- **Tacoma Community College**
  - Frank Garratt, Dean of Instruction
  - Paul Jacobson, Faculty, Chemistry
- **The Evergreen State College**
  - Barbara Leigh Smith, Senior Academic Dean
  - Nancy Taylor, Faculty, History
  - Margaret Gribskov, Faculty, Journalism, Education
- **University of Washington**
  - David McCracken, Associate Dean, Arts & Sciences
  - Richard Hartman, Faculty, Economics
- **Western Washington University**
  - Pete Elich, Dean, College of Arts & Sciences
  - John Miles, Dean, Huxley College
  - William Stoever, Director, Liberal Studies

Mailing List

The Washington Center is in the beginning stages of building its mailing lists. If you know of additional people who should receive our publications, please call us, or return this form.

Name ______________________________

Address ______________________________

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Send to The Washington Center, L 2211, The Evergreen State College, Olympia, WA 98505, or call (206) 866-6000, ext. 6606.

Coming in the Autumn Issue

- **Resources:** a list of tapes, articles, and bibliographies related to current Washington Center efforts: learning communities and interdisciplinary studies, and approaches to active and collaborative learning.
- **Reports:** on new model programs at Western Washington University, Centralia College, and Bellevue Community College.
- **Curriculum Coherence Efforts:** Reports of curriculum review and improvement efforts at participating institutions.

Washington Center
for the Improvement of the Quality of
Undergraduate
Education

The Evergreen State College
Olympia, Washington 98505

FALL 1986

news

VOLUME ONE NUMBER TWO

Director's letter

The Washington Center is expanding and flourishing. In a presentation before our own State Board for Community College Education this fall, we characterized the Center's mission as that of rekindling the spirit of higher education. We suggested that the Center's efforts can serve as a vehicle for building a sense of academic community within our higher education system, as well as providing for low-cost, high-yield approaches to improving undergraduate education. The response we received was one we have seen on many other occasions: surprise, enthusiasm, and a renewed sense of hope and common enterprise.

Statewide interest in the Washington Center is growing, with inquiries almost daily from faculty and administrators throughout Washington. At a briefing in Spokane in early June a number of eastern Washington institutions had an opportunity to learn about the Center, and expressed interest in seeing the project expand east of the Cascades. Our most recent seminar on the pioneering work of William Perry (see related story) drew substantial numbers of both faculty and academic support personnel from all over the state.

This past year has also brought recognition to the Center, through a nomination for a Dana Foundation Award (see related story), inquiries from various state higher education boards, citation by the League for Innovation in Community College Education, to mention just a few.

The most satisfying aspect of our work, though, has been as a resource to hundreds of faculty and staff at many institutions. Working closely with our exchanging faculty has been of special value, for these individuals provide us with such fresh perspectives, on both teaching and our institutions. Through these exchange experiences, these faculty repeatedly tell us about seeing the teaching endeavor with fresh eyes, and about their new sense of respect for the higher education system. We are continually reminded of the talent and commitment, among faculty and administrators alike, to improving teaching and learning.

Barbara Leigh Smith

Barbara Leigh Smith
Director

> **We are continually reminded of the talent and commitment, among faculty and administrators alike. . . .**
>
> Barbara Leigh Smith
> *Washington Center Director*

Participating institutions: Bellevue Community College, Central Washington University, Centralia College, Clark College, Edmonds Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle University, South Seattle Community College, South Puget Sound Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Western Washington University

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Washington Center Semifinalist for Dana Award

The following individuals, who have played significant roles in creating and developing the Washington Center, were semifinalists for a Charles A. Dana Award for Outstanding Achievements in Higher Education for their role in establishing the Washington Center: President Joseph Olander, Vice President Patrick J. Hill, Barbara Leigh Smith, Jean MacGregor, Jack Daray and Stan Marshburn of The Evergreen State College, and President Ernest Martinez, Ron Hamberg, Rosetta Hunter, and Valerie Bystrom of Seattle Central Community College.

The New York-based Dana Foundation is well known for its support of efforts in the areas of protection and promotion of health, and the quality of undergraduate education. This year, it inaugurated a program of annual $50,000 awards to recognize outstanding and pioneering achievements in these areas.

District Six Vice Chancellor Julie Hungar made the initial nomination. Writing in support of the nomination, Faith Gabelnick of the University of Maryland wrote, "The Washington Center can serve as a model of collaboration in higher education....I have been impressed with the energy, creativity and willingness to learn which these people display... The Center is demonstrating how a state can enrich its own resources through sophisticated 'cross fertilization' strategies."

Dick Keller, (History, Seattle Central), Audrey Wright (English, Seattle Central), and exchange faculty Marilyn Frasca (Visual Arts, Evergreen) plan for "Power and the Person: Looking at the Renaissance," the coordinated studies program being offered this fall at Seattle Central.

"Learning Communities in the Community College" Features Seattle Central

The current October/November issue of the AACJC (American Association of Community and Junior Colleges) Journal features an article on learning communities by Roberta Matthews, professor of English and Associate Dean of Instruction at LaGuardia Community College in New York City. Matthews describes three models for learning communities: LaGuardia's "Learning clusters" in liberal arts and business, Daytona Beach Community College's QUANTA program (featured elsewhere in this issue), and Seattle Central's coordinated studies and federated learning communities program.

Washington Center Resources

Through our seminar offerings and networking efforts, we have gathered an array of both printed and audio tape materials, in the areas of Learning Community Models, Assessment Issues and Design, Collaborative and Active Learning, Learning Styles Theory, and Writing Across the Curriculum. We'd like to share these materials to the degree that we can, at cost. Please write us if you have an interest in one of these areas, and we will send you a list of what we have.

Two More Colleges Join the Washington Center

We are pleased to announce that Pierce College and Spokane Falls Community College have joined the Washington Center. The central contact people at each of these institutions are:

Pierce: Patricia Mullin, *Associate Dean of Instruction*

Spokane Falls: Ron Johns, *Dean of Instruction* and Steve Reams, *Faculty, Instruction and Communications*

Washington Center Panel at Annual AGLS Conference: Interinstitutional Pathways to Curricular Coherence

In mid-October, representatives of six institutions affiliated with the Washington Center attended the annual meeting of the Association for General and Liberal Studies, and presented a panel on "Inter-Institutional Pathways for Increasing Curricular Coherence: The Washington Center Experience."

Speaking to the conference theme of "Thinking Afresh About Liberal Learning," panel convener Barbara Smith, Washington Center Director, argued that the vitality of liberal arts teaching in our community colleges is of critical importance because so many of our students fulfill their general education requirements there. The panelists described the ways model liberal arts programs at their colleges have enhanced the teaching and learning environment. The audience, consisting largely of faculty from other four-year institutions, was enthusiastic and inspired by the diversity of perspectives the panelists presented.

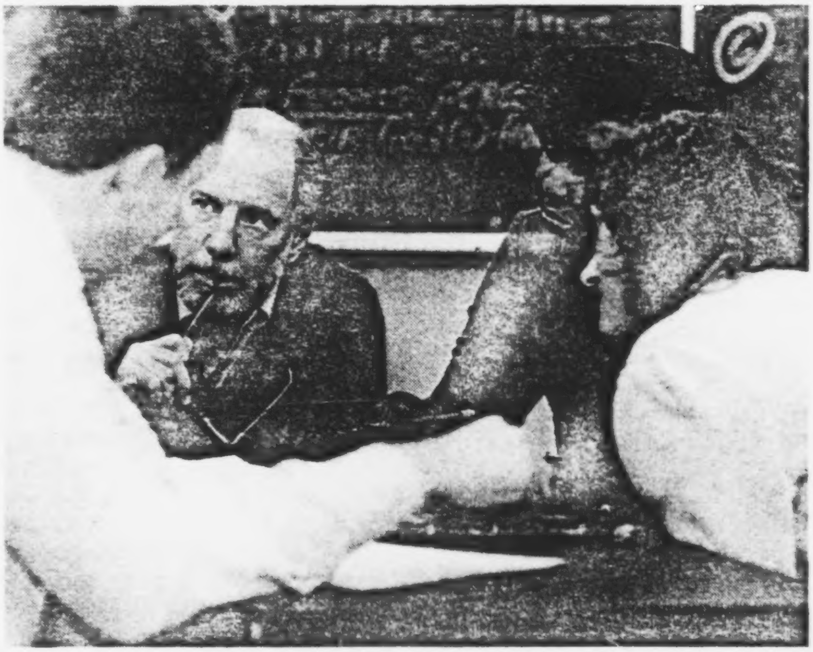
Don Foran described the level of support he found at Centralia College for a more integrated curriculum he has been developing, through "clustering" several courses and engaging co-registrants in a weekly seminar. He described plans for a spring program at Centralia in Bioethics, which will integrate work in genetics, ethics and english composition.

Yun-Yi Ho, who teaches History at Tacoma Community College, discussed the importance of developing multicultural perspectives. He recounted his experience with a quarter-long, twelve-credit program, "The City as Cultural Mirror," in which faculty in Literature, History and Anthropology engaged the students in an exploration of the similarities and differences between the great cities of Asia and Europe.

Jim Harnish's remarks concerned community college students' ability to read, analyze, and draw themes from the classics, as he outlined the current interdisciplinary program at North Seattle Community College, "Gods, Heroes, and Humans: An Introduction to Western Tradition." Harnish persuasively argued for the value of primary texts as a means of involving students in an "authentic dialogue."

Sandra Hastings (Seattle Central Community College) and Jerry Zimmerman (Lower Columbia College) discussed how faculty benefit from team-teaching in interdisciplinary programs, and how giving students more responsibility and a more active role in the learning environment builds liberal learning skills.

"Gods, Heroes and Humans: An Introduction to the Western Tradition" is using original texts such as the Odyssey and the Old Testament in the coordinated studies program at North Seattle Community College. Michael Kischner, Julianne Seeman (exchanging from Bellevue Community College) and Jim Harnish (pictured here) have designed extensive small group work to "put the students into the ethical world of the Greeks and Hebrews, and then to make connections to their own contemporary world and values."



What's Happening in Participating Schools

Faculty Exchanges

Inter-institutional faculty exchanges, brokered through the Washington Center continue to expand and prosper, making this the largest faculty exchange program in the country. The unique aspect of the Washington Center faculty exchange program is that the exchanging faculty are usually involved in team teaching in an interdisciplinary setting. This simultaneously gives the exchange faculty a collegial base, amplifies the impact of the exchange, and leads to greater interchange of ideas about both the content of the program and approaches to teaching it.

Previous exchange faculty and their new colleagues are enthusiastic about the experience. Writing about his quarter teaching in "Modern Thought, Images and Feeling" at Seattle Central, Evergreen philosopher Mark Levensky commented, "I judge the value of such experiences by what I learn. At Seattle Central I learned important things about modern European History. . .from my students and. . .the other faculty. I also came to know and respect the work of the Seattle Central faculty, staff, and administrators. They do excellent work and were wonderful hosts to me.

I loved teaching students who, in addition to going to school full time, worked at difficult jobs, took care of one, two and sometimes three families, gave large voluntary support to one another and were not deterred in their studies by bad high school educations, broken cars, not enough money or snow storms. . .I marveled at the opportunity for higher education Seattle Central is giving to deaf students, new, non-English speaking immigrants from Southeast Asia, insecure older people, chancy teenagers and people of all kinds who can only go to school part time."

Schwartz

Peterson

Darrow

Western Washington University and The Evergreen State College are collaborating on jointly offering a model teacher education program on the Evergreen campus. The teaching team, Helen Darrow (WWU—Elementary Education), Don Finkel (TESC—Psychology), Yvonne Peterson (TESC—Political Science), and Sy Schwartz (Secondary Education) are offering this two-year, upper division program in a full-time, coordinated studies format.

> **I learned to admire other teaching styles and appreciate the learning and scholarship of other faculty.**
>
> Dick Keller
> *Seattle Central Community College faculty*

Former Evergreen President Charles McCann who now frequently teaches in a core (entry level) program called "Great Books," was equally positive about his experience with Jim Harnish, an exchange faculty from North Seattle, particularly stressing his "pedagogical skills and strong sense of where the students were and what specific steps could be taken for their development."

Dick Keller (Seattle Central) describes the value of team teaching in a recent letter, saying, "I learned to admire other teaching styles and appreciate the learning and scholarship of other faculty. Their questions and comments on my presentations enlarged my perception of my teaching discipline and enabled me to critique my own work and to begin teaching better."

A major new faculty exchange this year involves the partnership between the Western Washington University College of Education faculty with Evergreen State College faculty who have collaboratively developed a model Teacher Education Program. Exchanging faculty include Helen Darrow (WWU) and Sy Schwartz (WWU) who are teaching at Evergreen with Evergreen faculty Don Finkel (Psychology), Yvonne Peterson (Political Science) and John Parker (Education).

Finkel

A variety of exchange faculty are involved with Evergreen Core programs, which are full-time, year-long interdisciplinary programs designed specifically for first year students. Seattle Central faculty Bobbi Righi (Math), Jan Ray (Math) and Nancy Finlay (Psychology) are teaching in the "Human Development" program. North Seattle faculty Larry Hall (Psychology) is teaching in the Core program "Stories: Origins and Meanings," and Seattle University faculty Carl Swenson (Computer Science and Math) is teaching in the "Society and the Computer" program. University of Washington faculty member Andrew Buchman (Music) is teaching at Evergreen in the core program "Art, Music and Literature: New Beginnings" as an exchange faculty for Evergreen musician William Winden who taught at UW last year.

Bellevue faculty Julianne Seeman (English) is teaching at North Seattle Community College in the interdisciplinary program "Gods, Heroes and Humans: An Introduction to Western Tradition" with Jim Harnish and Michael Kischner.

Evergreen faculty Mark Levensky (Philosophy) is teaching at Seattle University in the Matteo Ricci College and in the Philosophy Department. Evergreen faculty Marilyn Frasca (Visual Arts), York Wong (Political Economy), and Gail Tremblay (Creative Writing-Arts-Native American Studies) are teaching at Seattle Central in the interdisciplinary program for one quarter each.

Tacoma Community College faculty Jerry Schulenbarger (Psychology) and Frank Dippolito (Art) are collaborating with Evergreen faculty Elizabeth Diffendal (Anthropology) in the model TCC-Evergreen model Bridge program "Connections: Personality, Expression and Culture."

Faculty interested in exchanges with institutions in the Washington Center can find further information with their Washington Center institutional contact person, or Center Director Barbara Leigh Smith.

Model Collaborative Programs

Fall quarter saw the initiation of a new interdisciplinary program at Centralia, opening of a two year collaborative model education program between Western Washington University and Evergreen, approval to move ahead in interdisciplinary studies at Lower Columbia and Bellevue, planning for new general education curricula at Washington State University and the University of Washington (see related story elsewhere in this issue), and the continuation and/or expansion of previous learning community model programs at North Seattle, Tacoma Community College and Seattle Central.

■ *Centralia College*

Centralia is developing interdisciplinary programs around a "federated model," one in which several courses are linked, or "federated." Students are encouraged to register for all three courses, and to come together once a week for an integrating seminar with the faculty of the linked courses. Fall quarter, "The Wilderness in the American Experience," has linked courses in English (taught by Don Foran), Forestry, (Don Martin) and History (Les Dooly). Spring quarter, another federated program, "Bioethics" will federate courses in English, ethics, and genetics.

■ *Seattle Central Community College*

Seattle Central's Fall coordinated study program "The Power of the Person: Looking at the Renaissance" drew over seventy students, and has developed themes in art, music, history, and literature through three periods of re-awakening: the 15th century European Renaissance, the Harlem Renaissance of the 1920's and 30's, and the American upheavals of the 1960's. During Winter quarter, as it did last year, Seattle Central will run two interdisciplinary programs. The federated learning community program, "Close Encounters of Three Kinds," will involve three linked courses in Biology, English and Astronomy. English instructor Sandra Hastings will act as the Master Learner, taking all three federated courses with the students, and facilitating an integrating seminar. "Close Encounters" is especially aimed at students fulfilling science requirements. The other interdisciplinary program will follow a coordinated studies model: "Challenging the Past: Science Shakes the Foundations" will deal with Darwin, Dickens and Marx, and will involve faculty York Wong (Political Economy-Evergreen), Valerie Bystrom (English), Bobbi Righi (Math), and Astrida Onat (Physical Anthropology).

■ *North Seattle Community College*

At North Seattle, interdisciplinary studies is beginning its second year with a year long theme of sources of western tradition. The Fall program, "Gods, Heroes, and Humans: An Introduction to Western Tradition" is being taught by Jim Harnish (History), Michael Kischner (English) and exchanging faculty Julianne Seeman from Bellevue Community College. Winter quarter, the program will continue: "Science, Religion and Revolution," will be taught by Harnish, Kischner and Dennis Hibbert (Geology), and will ask questions about ways of knowing, and why science has become such a dominant mode of western thinking. Students will register for the science/history component of the program, and can elect an additional five credits in writing.

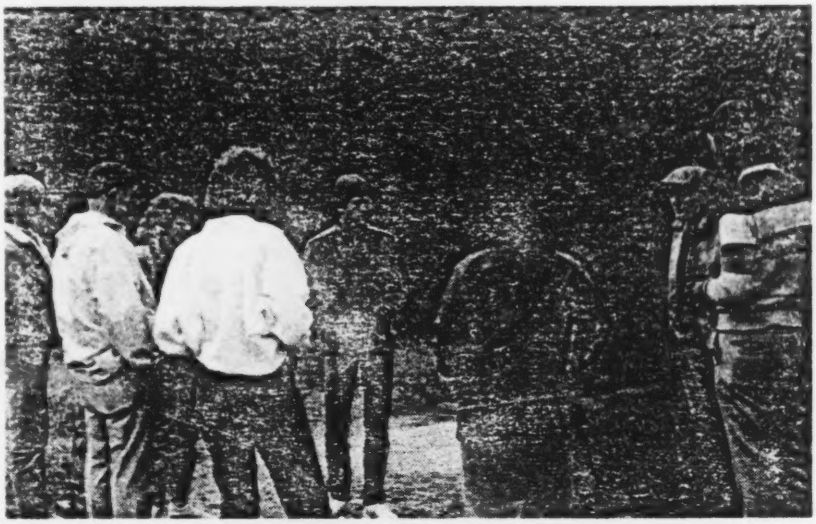
■ *Seattle University*
At Seattle University Evergreen faculty Mark Levensky joined SU faculty Andrew Tadie (English), Bob Larson (Sociology) and Emmett Carroll (English) in courses at Matteo Ricci College. A collaborative venture between Seattle University and Seattle Prep, Matteo Ricci offers an intensive, integrated curriculum leading from the ninth grade to a BA in Humanities in six years.

■ *Evergreen—South Puget Sound*
Dean Barbara Leigh Smith reports that the pilot course sharing model program between Evergreen and South Puget Sound Community College is thriving , with more than sixty courses cross listed between the two institutions this year. Both institutions are enthusiastic about the program. She says, "The course sharing program has allowed both of us to offer a wider range of courses to our students without duplicating resources. In a number of areas, such as foreign language offerings, the program has been invaluable since it now allows us to offer courses for which neither of us previously had sufficient numbers of students."

■ *University of Washington*
Meanwhile, The Interdisciplinary Writing Program at the University of Washington is flourishing, and a variety of institutions in Washington state and elsewhere are emulating the UW model of linking English Composition courses with other freshmen and sophomore level general education courses. Program Director Joan Graham indicates there are now fifteen linked courses each quarter, and the program is reaching over a thousand UW students per year. The program began in the mid-1970's with major funding from the Fund for the Improvement of Postsecondary Education in 1977 and later the National Endowment for the Humanities.

Graham says that the approach has wide appeal, and the faculty is enthusiastic about it. Applications to teach in the program have become highly competitive. This quarter's writing courses are linked to courses in Chinese Art, Western Civilization, Introduction to Politics, and Principles of Sociocultural Anthropology, among others. All students in the Honors Program take at least one quarter in the writing program.

The program is effective, Graham observes, because it "presents a clear intellectual challenge and is clearly so valuable for students."



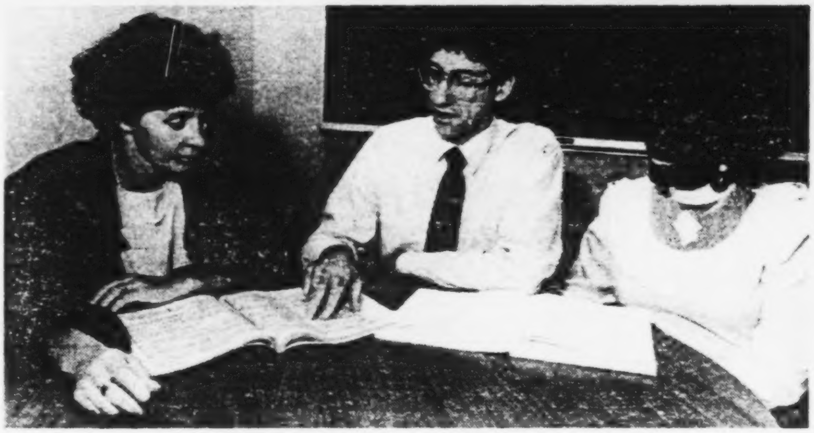
"For every one who is striking at the root, there are ten thousand hacking at the branches." Thoreau's lines come to faculty member Don Foran's mind as he reflects on the work of faculty and students in the "Wilderness in the American Experience" learning community at Centralia College. "The connections we all are making are radical—not in the sense of subversive—but rather in the sense of getting at the roots." The learning community is pictured here on one of its several field trips which are emphasizing both the ecology and history of forests in the region.

Model Program in Depth: Coordinated Studies at Seattle Central

If the Washington Center endeavor can be thought of as a plant with multiple branches, then surely the seed, and the roots lie in the Coordinated Studies Program at Seattle Central Community College. It's appropriate, then, that Seattle Central's story is the focus of our first in-depth article on a model program in the State of Washington. Faculty and administrators at Seattle Central were recently nominated for a Dana Award for Outstanding Achievements in Higher Education for their role in establishing the Washington Center (see related story).

Like many innovations, the Seattle Central program began almost as a fluke. Its own seeds started with a visit to Evergreen by the college's Instructional Council. Dean Ron Hamberg had spoken on a conference panel on articulation issues with Evergreen Dean Barbara Smith, and was eager to learn more about lower division coordinated studies programs. He suggested a day-long visit to Evergreen classes. The visit took place in February, 1984. Council members (Division Chairs and other faculty representatives) spent the morning in a variety of programs. When they gathered at their van for the ride back to Seattle, they shared common observations about the engagement of the students and the heated intellectual discussions that frequently leaked out of classrooms and down the halls.

This visit led to a re-awakening of interest in interdisciplinary studies and a general enthusiasm to initiate some sort of coordinated studies offering at Seattle Central. Hamberg was quick to respond, and decided that a key to the planning process was to send two Seattle Central faculty to teach at Evergreen for a quarter.



The Seattle Central leadership behind the Coordinated Studies and Federated Learning Community programs: Valerie Bystrom (English faculty), Ron Hamberg, Dean of Instruction, and Rosetta Hunter, Division Chair, Humanities and Social Sciences.

Within three weeks, it was arranged. Valerie Bystrom (English) and Jim Baenon (Anthropology) were chosen to spend spring quarter—a bare month away—at Evergreen teaching in a 16 credit freshman program called "Thinking Straight" which combined work in composition, informal logic, and contemporary social problems, with Evergreen veteran faculty member Thad Curtz.

Bystrom remembers the quarter as an "almost painful" experience, an immediate immersion into a situation which demanded that each of them rethink much of their teaching approaches.

"Jim and I had become very confident and very set in the ways we presented our courses," Valerie chuckles. "We had to rethink what we were teaching, how we were teaching...assess what was really essential...we were having to let go of our tidy syllabus...our tidy sequence."

"When you talk about coordinated studies you immediately begin to talk about active and interactive learning. The atmosphere of both workshops and lectures is radically different because of so much power being transferred to the students. In coordinated studies there are so many power shifts: no longer is the teacher the one, the lone authority in the room. The teacher is a colleague, with other teachers! And the students are being asked what they think! The students are being asked to develop meaning *with* the teachers and *with* one another. Because of these changed roles, we begin to see one another as different people."

That fall, to establish Seattle Central's coordinated studies program, Bystrom and Baenon returned to Seattle Central with two Evergreen faculty, York Wong (Political

> **The students are being asked to develop meaning *with* the teachers and *with* one another. Because of these changed roles, we begin to see one another as different people.**

Valerie Bystrom
Seattle Central Community College—English

Economy) and Susan Aurand (Art). "The Making of Americans: Individualism" was the first program in what they hoped would become an alternative means of earning an Associate of Arts degree at Seattle Central.

The quarter was filled with anxiety, joy, and a pioneering spirit. As students and faculty read de Toqueville and other classics, there was rich discussion, intensive work in small groups and all of the startup problems and organizational misunderstandings that attend the establishment of a new program. Where was an adequate room for the program? How would credit be put on transcripts? How were grades to be awarded? How would it be looked upon by other institutions when students transferred?

In the succeeding quarters the program themes changed, shifting from America to modern Europe, then Latin America. Faculty exchanges to Evergreen have continued, but in addition, faculty have been drawn in from other schools in District Six, such as North Seattle faculty Jim Harnish and Rita Phipps. In subsequent quarters, the program also started to become a locus for faculty from different divisions at Seattle Central to work together, as April Eng (Early Childhood), Alison Duxbury (Biology and Oceanography), and Rachel Levine (Nutrition) joined the program.

Now, as the program enters its third year, Dean Ron Hamberg, who initially looked up the enterprise purely as curriculum development, expresses the most surprise at the rejuvenating effect the program has had on faculty, not only on faculty going to Evergreen but also on Evergreen faculty coming to Seattle Central. Division chair Rosetta Hunter adds, "In spite of the fear faculty had about measuring up in front of their peers, everyone received accolades from their colleagues. And, faculty who hardly knew each other before have developed close bonds, good feelings about teaching, and genuine respect for and interest in each other. The quality of community building in this faculty has been such an unexpected and wonderful surprise."

Today, Seattle Central's coordinated studies program maintains most of its initial features—a sixteen-credit thematic curricular structure, a team of three or four faculty who are jointly responsible for 60-80 students, a multi-method teaching format with a heavy emphasis on seminars and communication skills, high expectations of students and faculty, and the use of challenging primary texts.

In the Winter of 1986, a second model program was added that involves linking three existing courses; this Federated Learning Community model appears to better accommodate the sciences and will be a continuing offering once a year. "Feeding the World" federated three courses: Oceanography (taught by Alison Duxbury), Geology (Hal Pelton) and Economic Geography (Dan Peterson). Bystrom took on the Master Learner role; she took all three courses with the students, and led the weekly integrating seminars which developed and applied course materials around food and world hunger themes.

Hunter frequently points to the positive and contagious nature of the coordinated studies, and reports that plans are developing for new coordinated studies programs in the areas of both nursing and developmental studies.

Further information on Seattle Central's programs:
Ron Hamberg: (206) 587-5470
Rosetta Hunter: 587-4164
Valerie Bystrom: 587-4060

Washington Center Autumn Seminars

The Perry Scheme of Cognitive Development

Bill Moore, of CADI (The Center for Applications of Developmental Instruction) in Virginia, spent the October 31-November 3rd weekend working with faculty, academic support staff and administrators from Washington on the Perry model of cognitive development. After giving a morning introduction and overview of the scheme and research related to it to an audience of about a hundred at North Seattle Community College, Moore led a two-day intensive training for about thirty individuals from Bellevue, Edmonds, Everett, Green River, North Seattle, Seattle Central, Shoreline, and Tacoma Community Colleges, and Eastern Washington University, Seattle University, St. Martin's College, The Evergreen State College, University of Washington, Western Washington University, Washington State University, Whitman College, and Whitworth College. The working weekend was designed for individuals interested in an in depth exploration of the "Measure of Intellectual Development" approach to assessment developed by Lee Knefelkamp (a major translator of Perry's work, now Dean at American University in Washington), Carole Widick, and Moore.

The Measure of Intellectual Development, which is gaining increasing national attention as a tool for examining how college students "make meaning of learning," is being used as an assessment tool by all the Washington Center sponsored faculty exchange and model programs this year. The MID data, it is anticipated, will present a clearer picture of how students come to, and then develop in programs that have interdisciplinary and active learning environments.

Moore and his staff at CADI hope to develop a broader team of individuals in Washington, with expertise in the Perry scheme, to assist in this year's evaluation process and to continue their own state-wide dialogue and sharing of research and curriculum ideas.

"Making Liberal Learning Happen Through a Learning Community" was the theme of three presentations in September by Richard Zelley and Cindy Benedictson, co-founders and directors of Daytona Beach (Florida) Community College's QUANTA Program. Thanks to the combined resources of Washington Center, and the Puget Sound Area Community Colleges's Joint Faculty Development Day, Zelley and Benedictson were able to tell the story of developing the QUANTA learning community to over 150 faculty at the faculty development day at Shoreline Community College September 18, and at a special faculty gathering at Tacoma Community College September 19.

State Universities Work Toward Greater Coherence In General Education

Both Washington State University and the University of Washington have recently received major funding to institute changes in their general education curriculum and are moving ahead to implement these changes by Fall 1987.

The Washington State University effort, funded by a $200,000 grant from the National Endowment for the Humanities, centers around a new two semester course in world civilization that will better prepare students for the 21st century.

"Both the international outlook and the interdisciplinary approach of the proposed course are critical to meeting the needs of students in the coming decades," says Richard Law, Associate Dean of Arts and Sciences. "Our economy looks to the Pacific Rim, yet our curriculum still looks to Europe."

The grant will provide for intensive training of faculty and for planning to integrate the study of writing into the course. Law indicates that WSU hopes that the new course will be taught by the best faculty, with instructional methods that include both lectures and small group discussions.

In the Fall of 1987, the University of Washington will offer a new option to its traditional general education courses through the "College Studies Program." Funded by a $375,000 grant from the Ford Foundation, the College Studies program is intended to provide a more coherent approach to general education by having students take related courses organized around clusters. Each student would take three clusters of courses in the arts and humanities, the sciences, and the social sciences. The clusters students choose must be outside of their major. They are designed to give students a coherent perspective on the nature of disciplinary knowledge outside of their major, and, at the same time, provide a new window on the nature of their major discipline.

The College Studies Program will offer approximately thirty clusters by Fall 1987, and might include such topics as political economy, cognitive science, science in civilization, the universe, and art in public places.

Most of the courses in each cluster are entirely new, and unlike many general education courses, the new cluster courses will not be limited to 100-level courses. Associate Dean David McCracken indicates that the cluster courses will be more rigorous and challenging than normal courses. The University hopes to attract the best faculty and scholars to teach them.

Our economy looks to the Pacific Rim, yet our curriculum still looks to Europe.

Richard Law
Associate Dean of Arts and Sciences, Washington State University

Washington Center Awards Announced

As part of The Washington Center's current Ford Foundation grant supporting faculty development and inter-institutional collaboration around issues of curricular coherence, the Planning Committee recently made the following awards:

To Tacoma Community College, $4800 for two projects to link courses: the first involving Paul Jacobson (Chemistry) and Marlene Bosanko (English) will link Chemistry 100 and English Composition, and the second project involving Sue Butschun (Mathematics) and Timothy Keely (Business) will integrate Principles of Economics and Business Calculus.

To Fairhaven College, Western Washington University, $3000, for a collaborative program with Whatcom Community College involving faculty exchanges, and cross listing of a jointly offered and team taught "Fairhaven Core" program.

To Bellevue Community College, $3000, for an interdisciplinary program involving courses in Economics, American Studies and English, involving faculty Karen Houck, Pat Williams and Michael Righi, and for a planning workshop on interdisciplinary studies for faculty and staff at BCC.

To North Seattle, Seattle Central, and Bellevue Community College, $1250 for an off-site planning retreat for faculty, on approaches and curricular designs in interdisciplinary studies.

Washington Center Programs Undertake Self Assessment

This Fall approximately forty faculty, and more than six hundred students, and six institutions are involved in a pilot assessment project sponsored by the Washington Center.

Center Director Barbara Leigh Smith indicates that the effort is designed to articulate the goals and measure the effectiveness of programs designed as interdisciplinary learning communities. The learning community efforts will be evaluated in terms of student learning, faculty development, and institutional development.

She says, "Our effort is directed at designing an approach to assessment that is of direct value to improving the immediate teaching and learning environment. We are focusing on assessment as a method of critical inquiry, and as a means of clarifying the design and goals of both our teaching and the students' learning. Good teachers usually intuitively engage in ongoing assessment in their classes. What we are trying to do is make this more public, more explicit, and more purposeful. This is especially important in team-taught programs."

"We are interested in looking broadly at educational outcomes. Learning communities have not only distinct approaches, but distinct values. They try to promote what are often described as 'liberal learning outcomes,' such as giving students an active stance toward the world, a sense of personal empowerment and personal responsibility, an ability to work with others, and an ability to deal with change, ambiguity and complexity."

Smith believes that these kinds of outcomes are often neglected in current assessment discussions, despite the fact that they may be some of the most enduring aspects of a college education.

The assessment effort began a year ago with the establisment of an evaluation subcommittee for the Washington Center, which included Dan Larner and Bill Heid (Western Washington U.), Bernie Steckler and Bob Larson (Seattle University), Rita Phipps and Jim Harnish (North Seattle Community College), April Eng and Valerie Bystrom (Seattle Central), Elizabeth Diffendal (Evergreen), and Jean MacGregor (Washington Center Assistant Director), and consultant Faith Gabelnick (University of Maryland).

Initial information gathering on approaches to assessment nationwide included a trip to Alverno College, noted for its innovative approach to educational assessment, by MacGregor and Heid. On September 12 about thirty faculty attended a day-long design workshop on assessment, that gave an overview of existing approaches. This workshop will be repeated each quarter for new faculty joining interdisciplinary programs midyear. Each program will produce its own approach to assessment as well as participating in some common measures such as the Perry Measure of Intellectual Development, that will be used by all of the programs. (See related story on Perry workshop). The Washington Center provides technical assistance and resources to support the effort.

Participating programs and schools include the interdisciplinary programs at Seattle Central Community College, North Seattle Community College, Bellevue Community College, Seattle University, faculty from the Western-Evergreen Model Education program, Tacoma Community College, Centralia College, Fairhaven College at WWU, and four Evergreen programs.

Tacoma Community College faculty member Frank Dippolito works with TCC-Evergreen Bridge Program student Leon Stevenson on a perspective drawing problem. The visual awareness of spatial relationships is one element of the theme of perception which frames the two quarter-long Bridge Program, "Connections: Personality, Expression and Culture."

Mailing List

The Washington Center is in the beginning stages of building its mailing lists. If you know of additional people who should receive our publications, please call us, or return this form.

Name ____

Address ____

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Send to The Washington Center, L 2211, The Evergreen State College, Olympia, WA 98505, or call (206) 866-6000, ext. 6606.

Coming in the Spring Issue

- **Reports:** on new model programs at Seattle University, Bellevue Community College, and others.
- **The National Faculty in the Northwest:** Update on The National Faculty (formerly The National Humanities Faculty) and its just launched regional office and outreach in Washington State.
- **Responding to The National Studies On Higher Education:** What's Happening in Our Institutions?
- **Model Programs:** Writing Programs in Washington State

SPRING 1987

VOLUME ONE NUMBER THREE

Director's Letter— The Washington Center and the Power of Kibitzing

One of my great pleasures these past several years has been kibitzing around many talented faculty, staff, and students in our educational institutions. As I reflect on it, the Washington Center is really in the business of promoting—and elevating—the art of kibitzing. We kibitz on our twenty-seven member institutions, and they on us. We arrange for faculty members to kibitz on one another through team teaching. Through interdisciplinary programs, faculty members from previously unrelated departments kibitz on each others' disciplines and teaching approaches. The Washington Center's new Matsushita Foundation Grant (see related story) will allow high school teachers to kibitz on college faculty members and college teachers to kibitz on the high schools.

Literally, the term kibitzer is an old Yiddish expression for "one who looks on and often offers unwanted advice and comment." Kibitzers are usually thought of as meddlesome onlookers at games of cards or chess, but we'd prefer to think of them as invited, friendly onlookers. The process itself, of looking on in the classroom, is at once tantalizing and worrisome. As we all know, it works both ways. As interesting and enriching as the kibitzing process can be for the observer, it can be a tad unsettling to the observee.

Although kibitzing is commonplace in our society, and indeed is a fixture in many professional and human service settings, it's almost unknown in higher education. While "master teachers" and mentoring systems might be seen as a means of institutionalizing "kibitzers" to improve teaching, such programs are still a rarity in colleges and universities.

Perhaps that's why faculty members, team-teaching for the first time in Washington Center exchange programs, tell us how strange and ambivalent, and even terrified they feel at first, leading classes in full view of their kibitzing colleagues. And yet, the kibitzing and the collaboration among these teachers rapidly and almost invariably becomes an enriching, exciting, and remarkably satisfying experience, bringing together our public and private lives, an active re-creation of community.

continued inside

The kibitzing and the collaboration among these teachers rapidly and almost invariably becomes an enriching, exciting, and remarkably satisfying experience. . .

Barbara Leigh Smith
Washington Center Director

Participating Institutions: Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Edmonds Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, South Puget Sound Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Washington State University, Wenatchee Valley College, Western Washington University.

continued from page 1

By comparison, the isolated classroom is a safe and reassuring haven. But teaching there year after year can also be a solitary and lonely enterprise. For too many, it gets dreary and redundant as well. Typically, academic environments provide little structural impetus for renewal, little time and space for building academic community or transferring knowledge or teaching approaches between individual faculty members, much less institutions. As Alexander Astin once remarked, our own faculty remain, in terms of opportunities lost, our most available and our most underdeveloped resource.

The Washington Center experience with team teaching and inter-institutional faculty exchanges suggests the power of simply bringing people together, the power of "human association," as John Dewey put it. In this issue of the Washington Center News, we have gathered some reflections and photos of teachers and their students. We hope they will further illuminate the possibilities in and the power of kibitzing.

Barbara Leigh Smith

Barbara Leigh Smith
Director

What Works

The following brief report is the first of a new series of essays written by faculty about easily transmissible collaborative efforts to improve teaching. This essay focuses on a peer visitation model that has been operating at Evergreen for ten years, funded initially by the Danforth Foundation.

Faculty Peer Tutoring: Improving Writing Instruction Through Kibitzing

by Thad Curtz
The Evergreen State College

Last year I was given release time for a quarter to visit a dozen of my colleagues in various disciplines, watch them teach writing, and talk afterwards about what they were doing and might do as teachers of writing.

Our ground rules for these exchanges are quite simple. A visitor/kibitzer comes by invitation only; usually it is enough to send out a memo saying, "I have time to visit ten people next quarter. Please let me know if you are willing to have me as a consultant for a week." The exchanges are kept entirely separate from our regular system for evaluating teaching.

I tried to focus on whatever the teacher I was visiting wanted to think about, but I also gave people exactly the sort of detailed responses I might give a writer in a conference: "When you used 'Did Monteverdi write the first opera?' as an example of an interesting topic, it didn't feel inspiring at all to me; then you told the story about the Bermuda triangle hoax to illustrate the difference between primary and secondary sources. I liked it. And the student next to me started taking notes for the first time."

During my ten weeks as a consultant I interviewed teachers about their current goals and techniques; suggested new gimmicks (some of which I had picked up visiting other people earlier!); looked at assignments and at the ways in which students had trouble with them; read papers and the teachers' comments on them; asked the students to explain the comments to me and then reported back to the teachers about how particular comments helped students and how other comments puzzled or even misled them. I also suggested readings on ways to teach writing; watched workshops and critiques of student papers; and recommended some of the colleagues who could offer sound advice. In short, I was at various times a mirror, a mentor, an evaluator, an apprentice, and a matchmaker.

I was at various times a mirror, a mentor, an evaluator, an apprentice, and a matchmaker.

Thad Curtz
TESC Faculty Member in English

People who describe their teaching in indistinguishable ways when you talk to them, often turn out to be teaching quite differently from each other when you visit and watch them. This approach to faculty development attends to small details, which I think often make large differences in how well people teach, and it tries to develop what people do already, rather than presenting them with a shiny new packaged system.

In the long run, one of the goals of this approach is a community of teachers in which visiting and discussion are common. Ironically most people lost their opportunities to watch other people teaching at precisely the point when they might find it interesting, or shocking, or educational, because they are doing it themselves. Being watched is also useful. Most teachers do what they do out of habit and temperamental needs; even when something doesn't work as well as it might, inertia maintains it. Thus, six months after resolving to write less about mechanical errors in the margins of student papers, I catch myself, late at night, covering the edges of page three with minute corrections. Visiting and ongoing conversations can help support your resolutions, remind you of possibilities, and provide advice which is likely to be more appropriate to your situation than an outside expert's can hope to be.

■ *A Related Article:* At the University of Chicago a successful "Peer Perspectives" program had humanities faculty attend mathematics and science classes to provide feedback to their colleagues. This is reported by Sheila Tomas in "Peer Perspectives: On The Teaching of Science," *Change*, March, 1986.

Valerie Bystrom
Photo:
Lucy Hart, SCCC

Bystrom Receives Academic Excellence Award

The American Association of Junior and Community Colleges has given Seattle Central Community College faculty member Valerie Bystrom a 1987 Academic Excellence Award in its College Transfer Division. Bystrom, a member of Seattle Central's English faculty for the past seventeen years, has been a leader in the creation and development of the Coordinated Studies Program at Seattle Central. She also has been a central figure in the development of the Washington Center. She serves on both the Center's Planning Committee and its Evaluation Committee.

Washington Center Cited by League for Innovation

In a report for the Annual Conference of The Association of California Community College Administrators on February 26, Terry O'Banion, Executive Director of the League for Innovation in the Community College, cited the Washington Center as one of seven major innovations of the decade in what he calls a "renaissance that is now going on in community colleges all across America." The League for Innovation in the Community College is a California-based national consortium of nineteen leading community colleges. Created in 1968, it solicits and funnels foundation and corporate grants to its member institutions, holds conferences and publishes books and papers.

■ O'Banion's report, "A Renaissance of Innovation," is available from The League for Innovation, 23276 South Pointe Drive, Suite 101, Laguna Hills, California 92653.

AAHE Features Collaborative Efforts in Washington State

Washington state efforts to develop collaborative teaching and learning were highlighted in a number of presentations in early March at the annual meeting of the American Association for Higher Education in Chicago. The theme of this year's AAHE gathering was "Taking Teaching Seriously," and the meeting focused on efforts to improve teaching and learning.

Jean MacGregor, Assistant Director of the Washington Center, convened a panel on "Taking Ourselves Seriously as Teachers: the Risks and Empowerment of Team Teaching." The panel featured Seattle Central faculty member Valerie Bystrom who has exchanged to Evergreen, Evergreen-Tacoma faculty member Betsy Diffendal, who teaches in the Tacoma Community College-Evergreen Bridge Program, and North Seattle Community College faculty member Jim Harnish, who has exchanged both to Seattle Central and Evergreen.

Dan Larner, dean of Fairhaven College at Western Washington University, convened an organizational meeting on "Cooperative and Noncompetitive Structures in Higher Education." Larner's goal for the session was to bring together individuals in higher education interested in developing, sharing and evaluating programs which engage students in cooperative and active learning settings.

■ For more information on this network, contact Dan Larner, Fairhaven College, Western Washington University, Bellingham, WA 98225.

Computer scientist Carl Swenson, exchanging faculty member from Seattle University to Evergreen's "Society and the Computer" program. Photo: Steve Davis, TESC

On Our Participating Campuses

Faculty Exchanges

By the end of Spring Quarter, over 125 faculty members from two- and four-year colleges will have been involved in faculty exchanges, either by visiting a new institution, or receiving a faculty member from another institution. Since these faculty members exchange into team-teaching settings, they are not only exposed to a new institutional setting and new groups of students, but also are immediately involved with new colleagues, disciplines, and pedagogies.

During Spring Quarter, Seattle Central faculty member Nancy Finley (psychology) will be joining the "Human Development" program at Evergreen, and Evergreen faculty member Gail Tremblay (creative writing, arts and Native American studies) will go to Seattle Central to team teach in their Spring coordinated studies program, "Welcome to America." Carl Swenson (math and computer sciences, Seattle University) and Andrew Buchman (music, The University of Washington) will be winding up year-long exchanges to Evergreen, where they have been teaching in Core Programs, and Sy Schwartz and Helen Darrow (education, Western Washington University) will be completing their first year in a model teacher education program at Evergreen. Tacoma Community College faculty members Frank Dippolito (art) and Bob Thayden (English, and critical reasoning) will team with Betsy Diffendal (anthropology) for the third quarter offering of the Tacoma Community College-Evergreen Bridge Program on Evergreen's Tacoma campus. Phil Wickstrom (theatre, Centralia) will be joining Doranne Crable at Evergreen during Spring Quarter to offer a program entitled "Theatre of the Absurd."

Model Collaborative Programs

- Centralia College offers a second interdisciplinary offering this spring entitled "Bioethics: Understanding Today, Anticipating Tomorrow," which will integrate courses in genetics, philosophy, and writing.
- Bellevue Community College also will be offering its second coordinated program, this time a cluster of three courses in U.S. economic history, American studies, and English, linked around the themes of work, family and ideology in United States history. Support for faculty planning of this cluster came from the Washington Center's Ford Curricular Coherence grant.
- Fairhaven College at Western Washington University will continue its new partnership with Whatcom College, wherein Whatcom faculty are planning to team teach with Fairhaven faculty in a jointly offered Fairhaven Core Program on both campuses. Washington Center grant funds have supported in part this initial planning process on the two campuses.
- At North Seattle Community College, "Love, Fear and Trembling" is the title of the spring coordinated study offering. Integrating course offerings in psychology, philosophy, history, and English, the program will explore contemporary anxieties within and between human beings, and within and between societies.
- Seattle Central Community College will be offering two coordinated study programs: "Welcome to America," which will examine how immigration to the West Coast has shaped and continues to influence the culture of our region, and a new offering, a 13-credit block of coordinated study, "Exploring Careers in Health." This latter offering will be tailored for developmental students interested in pursuing an Allied Health degree.

Matsushita projects stress the importance of building projects around long term improvement efforts in the schools. . .

Dr. Sophie Sa
Matsushita Foundation Executive Director

Matsushita Announces High School—College Project

The Matsushita Foundation recently announced a $41,000 grant to the Washington Center for a collaborative high school-college project. Institutions affiliated with the Washington Center are eligible to apply. May 1st is the application deadline for projects to take place during the 1987-88 academic year.

The Matsushita project will focus on improving the public schools through enhancing the linkages between Washington colleges and high schools in their vicinity. Dr. Sophie Sa, Executive Director of the Matsushita Foundation, indicates that the Foundation is particularly interested in projects that demonstrate a sophisticated awareness of the process of school improvement. Matsushita projects stress the importance of building projects around long-term improvement efforts in the schools, involving teachers in project planning, developing plans at the outset to continue and extend the project beyond the grant.

The Matsushita project is modeled upon a successful exchange program, now in its fourth year, between The Evergreen State College and Thurston County schools where it is located. Like the original Thurston County project, the Matsushita project will involve college and high school teachers in week-long teacher exchanges in which the college teachers spend a week in the high schools and the high school teachers subsequently spend a week in their counterpart's college classes. The project also involves two-day seminars for high school teachers on such topics as active approaches to learning, writing across the curriculum, and learning communities as an approach to curricular design. Other seminar topics may also be proposed.

Teachers participating in the Evergreen-Thurston pilot project were enthusiastic about what they learned. Commenting upon his week in the high schools, Evergreen faculty member Bill Arney was most impressed with the pace of the high schools. "Everything happens fast here: talk, counseling, teaching, eating, writing. I don't know how they do it, but my colleague knows how to keep pace and even take advantage of it. He knows he has to capture his students in the first five minutes and he does. This is something I realized I don't think about much."

Other exchanging teachers were struck by the strong differences between the learning environments of the institutions they visited. Evergreen faculty member Robert Cole found that the high school experience made him think about the need to redesign some features of the college's freshman curriculum. He noted the difficulties that students face in making the transition from high school to college, and the strong need for college faculty members to develop in students critical reasoning skills and the ability to function on their own.

■ For information on the Matsushita proposal guidelines, contact the Washington Center as soon as possible. Preliminary proposals and consultations with the Center staff are strongly encouraged.

University of Washington faculty member Andrew Buchman (far left) with his "Art, Music and Literature" Program team at Evergreen, Hiro Kawasaki (art), Bill Winden (music) and Andrew Hanfman (language studies). Photo: Steve Davis, TESC

Perspectives on Teaching and Collaborative Learning

Julianne Seeman (English) who exchanged from Bellevue Community College to North Seattle Community College last fall, and now teaches in the new coordinated studies program at Bellevue, "The Televised Mind." Photo: Lucy Hart, SCCC

On these pages are the reflections, and the voices of the people who are the underpinnings of the Washington Center effort—the teachers and students themselves. The faculty writing (in bold type) emerged at some of our planning seminars. The student writing (in regular type) is drawn from essays on "Learning about Learning," written at the end of last fall's coordinated studies program, "Renaissance: Power and the Person," at Seattle Central Community College.

"During a seminar, people are on the edge of the seat, listening and exchanging ideas. . .often the seminars carry over into the break period because people are not yet through with what they want to say."

"I am concerned about the growing alienation and isolation I see growing among my colleagues. I see good teachers finding more interesting and exciting things to do outside of the college and their major focus moving off of teaching. I want and need the collegial atmosphere to stimulate my own process of growth, and that of our student body in general."

Students in "The Televised Mind" coordinated studies program at Bellevue Community College. Photo: Karen Smaalders, BCC

"The first obstacle I encountered was discussion in a group atmosphere. Every time I even thought about something I was going to say, I felt I was dying of a heart attack or suffocation. I decided either to participate or die, whichever came first. Gradually my shyness subsided, and it seemed like people (even the instructor, no less!) were interested in my comments. This further inspired me to succeed, and to reconsider my former status of stupidity."

"My wife kept saying, 'You've got to teach this way again; you're a different person this quarter.' Subjective and private through this perception is, can one overestimate its significance for a forty-six year old teacher approaching his twentieth year of teaching in the same college at the same level? I am exactly the kind of teacher college administrators shudder at the thought of getting stuck with for another twenty years. I don't blame them. I shudder at the thought of getting stuck with myself for the same period. To the administrators' fears and my own, I have no doubt that coordinated studies are perhaps the best possible answer."

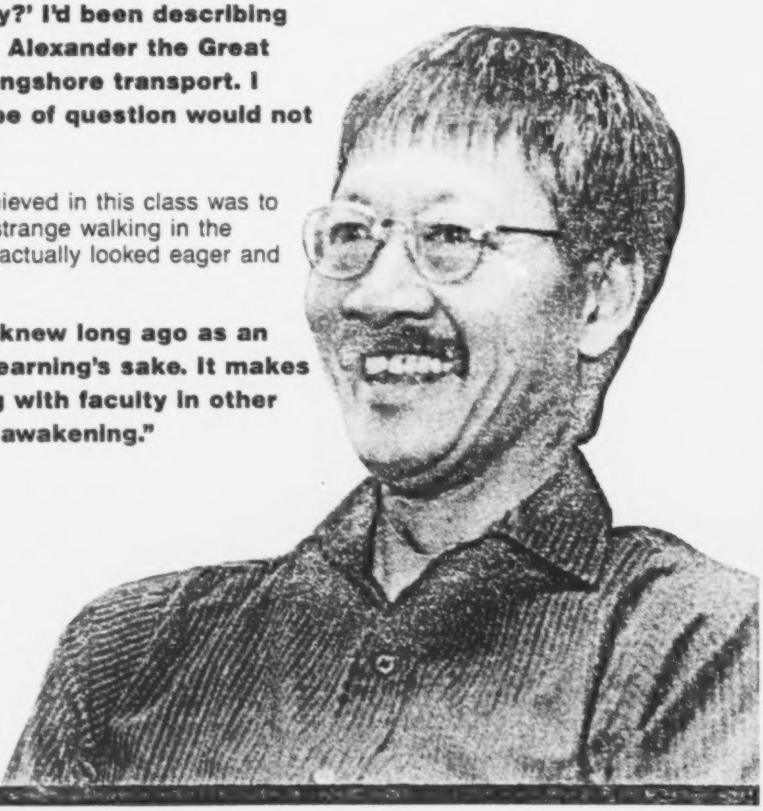
Mike Kischner (English) who co-taught last fall at North Seattle Community College in the coordinated study, "Gods, Heroes and Humans." Photo: Lucy Hart, SCCC

"A big revelation came to me in writing seminar yesterday. We were asked to write a dialogue with our work. In the 'conversation' I was having with my work, I discovered that I hate to be a beginner. I want to be an expert immediately, or not at all. This was a turning point for me, since I am an easy quitter. I always wondered why I could never finish what I started, and why I couldn't make any of my projects turn out . . . last night, I thought of the things I want to be good at, and the things I want to study. I looked at myself in the mirror. . . and declared myself a novice. I felt a sense of relief, as I had been unburdened."

"In one of my geology labs a student once raised his hand and said, 'I thought you were a geologist.' 'I am,' I said. 'Then why do you know about history?' I'd been describing how the siege works built at Tyre by Alexander the Great had affected natural processes of longshore transport. I want to see a setting where that type of question would not occur to anyone."

"Perhaps the greatest accomplishment I achieved in this class was to find a new attitude about school . . . it was strange walking in the classroom and seeing four instructors who actually looked eager and excited about class!"

"I've learned again, something that I knew long ago as an undergraduate. I enjoy learning for learning's sake. It makes you feel good and feel alive. Working with faculty in other disciplines has been the key to this awakening."



York Wong (political economy, Evergreen) who is exchanging to Seattle Central Community College this quarter to teach in the coordinated studies program, "Science Shakes the Foundations." Photo: Lucy Hart, SCCC

The Language of Inclusion: Writing at the Center

by Chris Rideout,
University of Puget Sound

Common sense dictates that writing belongs at the center of college learning, not the periphery. Yet as UCLA Director of Freshman Writing, Mike Rose, has recently bemoaned, writing is too frequently confined to mere "skills" or "remediation" courses. Writing can create a rich environment for discovery in the classroom, propel inquiry across disciplinary boundaries, and foster lively faculty exchanges about learning and teaching. It is encouraging to find a number of writing programs in Washington State that are moving writing closer to the center of the curriculum.

One of the first programs in the state to integrate writing into its curriculum is at The Evergreen State College. Because of the interdisciplinary nature of the school, writing across the curriculum is a necessity at Evergreen, notes Thad Curtz, faculty member in English. Curtz, who has now taught in integrated writing programs for over a decade, observes that while many schools now have some form of writing across the curriculum, not many have the kind of institutional support that Evergreen has built into its curriculum. As a result, according to Curtz, Evergreen "can get further with things that people all over the country are now doing with their writing programs."

Talking about a recent program in which he taught, "Political Ecology," Curtz stressed the opportunities for building writing assignments that fit the particular area of inquiry—in this case, a combination of biology, physics, and politics. Since the students in the program were making field observations, Curtz took advantage of the field journals to create writing assignments around observation, classification, and description. These are common modes for writing textbooks, but they became more than that as Curtz used them in "Political Ecology." "I had to transform those materials," says Curtz, "in ways that would allow the students to see that these writing processes were the same processes as those involved in doing biological or political thinking."

> **These writing processes were the same processes as those involved in doing biological or political thinking.**
>
> Thad Curtz
> *TESC Faculty Member in English*

Another pioneer in writing across the curriculum in Washington State is the Interdisciplinary Writing Program at the University of Washington, directed by Joan Graham. The IWP, the oldest program of its kind in the country, has grown from ten initial experimental courses to its current size of 48 courses per year, serving almost 1,000 students. In the IWP, writing is integrated with disciplinary course work through linking English composition courses to freshman and sophomore level general education courses. Students are invited to co-register for these linked courses which each offer separate credit. To date, IWP courses have been linked with courses in the social sciences and the humanities, and most recently with the natural sciences.

Graham sees integrated writing programs as a promising approach to the current interest in critical thinking. For her, as for Curtz, the connection between the activities of writing and of inquiry into specific disciplines had been necessarily built into the program design. But she also thinks that integrated writing programs can make their own contribution to the critical thinking movement, through their emphasis on the importance of the contexts for writing and thinking. As Graham observes, "It is unpromising to teach critical thinking without its being about something, just as analytical writing is impoverished without a context."

The IWP has become a model for similar programs nationally. Currently Graham and a colleague, Deborah Hatch, are consultants to a "writing in the liberal arts" program at two southeastern universities, Emory and Oglethorpe, as part of a project funded by the Ford Foundation.

Washington's community colleges have also been pursuing integrated writing instruction, often as part of a coordinated studies program (reported in the *Washington Center News*, Fall 1986). At Bellevue Community College, Julianne Seeman and Karen Houck report that an initial course, "The Televised Mind: A Study of American Values," has been very successful. The course offers 15 credit hours, a full load, and represents the combined efforts of four instructors from anthropology, literature, and composition. Seeman calls the course

It is unpromising to teach critical thinking without its being about something, just as analytical writing is impoverished without a context.

Joan Graham
Director of UW Interdisciplinary Writing Program

Peer writing group in the coordinated studies program at North Seattle Community College. Photo: David Gronbeck, NSCC

"wonderful for the students," noting that their writing and thinking improve dramatically as they wrestle with real texts., A similar course, "Work, Family, and Ideology in United States History," is being planned for Spring, 1987, and will combine instruction in composition, American studies, and economics.

Several collaborative programs between colleges and high schools have emphasized integrated writing. Evergreen's high school faculty exchange program with Thurston County high schools over the past three years has frequently focused on writing. (This exchange is the model for the Washington Center's Matsushita grant, described elsewhere in this issue of the *News*.)

Bellevue Community College has also initiated a "College in the High Schools" program, similar to programs offered nationally at such places as Syracuse University and the University of Maryland. In Bellevue's case, the collaboration has been established with the Lake Washington School District. Rolynn Andersen, a Bellevue instructor, teaches three sections of freshman English in the district's high schools. Students undertake the same writing assignments and must meet the same requirements as students in a college-level writing course. In return, they receive college credit for the course and get an early exposure to college-level work.

Karen Houck notes that the program allows bright students a chance to start earning college credit early. She cites a growing trend for bright students to turn to community colleges for their start in higher education, as the cost of attending a four-year college continues to increase. An added benefit of the program is the opportunity it affords for high school and community college instructors to meet and collaborate on their work. One example of this collaboration is a joint workshop between the two groups, scheduled for this April and featuring William Coles, of the University of Pittsburgh. Houck adds, by the way, the Edmonds Community College has a similar "College in the High Schools" program.

Another organization that deserves mention for its support of innovative approaches to integrated writing instruction has been the Pacific Northwest Writing Consortium. PNWC, begun in 1980, originated with six schools, all interested in moving writing instruction out of the traditional writing classroom and into the disciplinary settings in which it could flourish. Four of the six schools were from Washington state; the University of Washington (IWP), The Evergreen State College, the University of Puget Sound, and Pacific Lutheran University. With support from the National Endowment for the Humanities, PNWC sponsored faculty workshops at its member schools and also hosted regional conferences on integrated writing instruction from 1981 to 1984. Two of the programs under the PNWC umbrella—the Interdisciplinary Writing Program at the University of Washington and the Legal Writing Program at the University of Puget Sound—retain positions of national leadership.

The U.P.S.'s Legal Writing Program, fully committed to teaching writing in the context of legal thinking, subsequently received a grant from the Fund of the Improvement of Postsecondary Education. The law school is also now the host school for a national Legal Writing Institute, which produces a newsletter and academic journal and sponsors a national legal writing conference in Tacoma every other summer.

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Another UPS program deserves mention for its emphasis on writing: Prelude, an intensive freshman orientation into college level academic work. Although conceived with another orientation program at Bard College in New York State in mind, Prelude has taken its own shape. For three full days before the fall semester begins, instructors in the program guide students through increasingly difficult academic texts—history, poetry, philosophy, natural science—and show students how to find the "middle ground" between their own experience and the purely formal structures of the texts, the ground where learning and discovery take place. At the heart of the orientation is a series of writing exercises, carefully tailored to the readings and to the students' progress through the workshop. The program involves 30 faculty members from all disciplines, despite its emphasis in writing, and serves over 700 freshmen each year. As with most of the other programs mentioned in this article, Prelude has also established a valuable forum for faculty to talk about their own teaching and writing.

The programs described in this article might be called representative. A number of other Washington state colleges and universities are exploring similar approaches. Walla Walla College, for example, has two team-taught writing courses, one in engineering and one in religion; both courses show students how writing is an important part of the professional lives of members of those respective disciplines. There are also many experiments with computers, word processing, and writing classes. In a step beyond the traditional computer lab, however, the University of Washington, is now experimenting with a network of twenty-two terminals, through which students respond to readings, to each other's drafts, and to other students' responses. These responses establish a basis for class discussions and for further writing.

The kinds of writing programs described above represent more than a series of novel approaches to the teaching of writing; the very phrase "teaching of writing" already wrongly implies that writing is separable, a skill to be added to an existing curriculum. Rather, these programs reflect a shift in thinking, on the part of both faculty and administrators: toward a language of inclusion for writing programs, in both secondary and higher education.

The beauty of our model, lies in our ability to leverage our dollars with those of our partner institutions . . .

Barbara Leigh Smith
Washington Center Director

The Prelude Program at University of Puget Sound, engages entering students in an intensive, integrated writing experience as part of freshmen orientation. Ron Karabaich, UPS

Governor Recommends Funding for Center

Governor Booth Gardner's legislative budget request for higher education includes $400,000 for the Washington Center for the 1987-89 biennium. Center Director Barbara Leigh Smith expressed delight at the Governor's support, stating that "Everyone associated with the Washington Center worked very hard for the past two years. It is gratifying to see our accomplishments recognized."

Smith noted that state funding would enable the Washington Center to expand its services to its 27 member institutions, supporting a growing number of inter-institutional faculty exchanges, providing seed money for model programs, and statewide seminars on effective approaches for improving teaching and learning at the undergraduate level. "Even with state funding," she added, we will continue to raise substantial private funds, not unlike the recent Matsushita Foundation Grant (see related story) to support special projects of the Washington Center."

"The beauty of our model," Smith observes, "lies in our ability to leverage our dollars with those of our partner institutions to support efforts to improve undergraduate education. Our first two foundation grants have been leveraged in our participating schools at a ratio of 1:6. Minimal operating support from the state will enable the Center to continue and to extend this successful, low cost-high yield approach."

News of the National Faculty

The first regional office of the National Faculty of Humanities, Arts and Sciences is now operating on The Evergreen State College campus, planning programs and recruiting faculty members from Northwest colleges and universities. S.R. (Rudy) Martin, Jr., a member of Evergreen's faculty, is faculty coordinator for the office, and Karen H. Munro, trustee of the Washington Commission for the Humanities, is community coordinator.

As outlined in the Spring 1986 Washington Center News, the National Faculty has for nearly two decades been bringing distinguished professors together with elementary and secondary school teachers to improve the quality of teaching in the nation's classrooms. Through specially designed projects at individual school sites and in summer institutes, teachers work together as academic colleagues in lively intellectual settings to increase their knowledge and deepen understanding of their subject areas: English, history, science, art, mathematics, and foreign languages.

Dr. Benjamin Ladner, former professor of philosophy at the University of North Carolina, is president of the National Faculty. On a recent visit to Olympia, he commented that "the intellectual renewal of teachers, brought about by study and discussion of texts and ideas, results in reengagement with their disciplines, and reinforcement of the reasons they went into teaching in the first place. This renewal takes place," Ladner observed, "in National Faculty projects, as teachers work with each other and with leading scholars as academic colleagues."

S.R. (Rudy) Martin, Karen Munro, Governor Gardner, and Ben Ladner, on the occasion of the Governor's announcement of the opening of the Northwest Regional Office of the National Faculty of Humanities, Arts and Sciences. Photo: Governor Booth Gardner's Office

The first Washington state project began last fall at Garfield High School in Seattle, through funding provided for urban programs by the Mellon Foundation in New York, and additional local funding sources. As in all National Faculty projects, a local committee of teachers and administrators is meeting now to assess the school's academic needs and design the project outline. Members of the National Faculty will then visit Garfield for two- or three-day periods, meeting in seminars with teachers in their fields of study. The faculty frequently examine themes from the perspectives of different disciplines. "For instance," Karen Munro suggests, "a World War II historian from Yale might first come to the school, followed by an American literature professor from Washington State University discussing literary trends of that same period."

The Garfield High School planning process represents one of several discussions now taking place about other possible school projects in the region.

Governor Gardner's education proposal currently before the state legislature includes an allocation of $300,000 to support summer institutes in 1987 and 1988 for teachers of English, history, science and mathematics from different areas in the state. National Faculty representatives from around the country, as well as people recruited from regional colleges and universities, will take part in two-week sessions on the Evergreen campus. These sessions, if approved by the Legislature, will provide the opportunity for intensive study of issues, texts and teaching methods by secondary teachers who may later initiate projects in their own schools.

- For additional information on the National Faculty's regional office, contact Karen Munro or Rudy Martin, National Faculty, The Evergreen State College, Library 2115, Olympia, WA 98505 (206) 866-6000, ext. 6248.

Mailing List

The Washington Center is continuing to build its mailing list. If you know of additional people who should receive our publications, please call us, or return this form.

Name ______________________________

Address ______________________________

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Send to The Washington Center, L 2211, The Evergreen State College, Olympia, WA 98505, or call (206) 866-6000, ext. 6606.

Siegfried Lodwig, Physical Science Division Chair at Centralia College, explores the problems of integrating the sciences into liberal arts learning. Lodwig was one of forty Deans and Division Chairs from six community colleges who met with the Washington Center staff January 30th at North Seattle Community College for a work session on implementing learning community programs. Photo: David Gronbeck, NSCC

New Members

We are pleased to announce that the following institutions have joined the Washington Center. The central contact people on each campus are:

Antioch University
Dean Elias, *Dean*
Mary Lou Finley, *Member of Undergraduate Faculty*

Olympic College
Robert Evans, *Dean of Instruction*
Diann Schindler, *Director, Humanities Division*
Lois Rolf, *English Faculty, Apprentice School*

Pacific Lutheran University
C. E. Huber, *Professor of Philosophy*
Norris Peterson, *Assistant Professor of Economics*

Shoreline Community College
Barbara Adams, *Executive Vice President*
Denzil Walters, *Division Chair, Humanities*
Virginia Bennett, *Speech and Communications Faculty*

Washington State University
Donald Bushaw, *Vice Provost for Instruction*
Richard Law, *Professor of English and Associate Dean of Humanities and Social Science*

Wenatchee Valley College
Nancy Omaha Boy, *Vice President for Instruction*
Ed Arnold, *Faculty Member, Anthropology*

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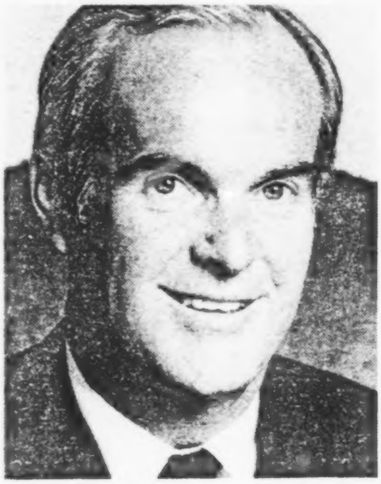
news

VOLUME TWO NUMBER ONE

We are pleased to announce that the Washington State Legislature has supported the Washington Center for Improving the Quality of Undergraduate Education with a $400,000 budget allocation for the 1987-89 biennium. This builds on modest start-up funds, provided by the Exxon Education Foundation and the Ford Foundation in 1985 and 1986 respectively, to promote inter-institutional faculty exchanges and the development of model learning community programs. In a little less than two years, the consortium has grown to thirty-one public and independent two- and four-year colleges in Washington, and a flowering of interest state-wide in working together on issues of faculty and curriculum development. The state's investment will allow us to expand our services, especially east of the Cascades.

> **By working together to cross the traditional boundaries of educational politics, we can maximize the benefits of sharing and adapting the best ideas from each arena.**
>
> Booth Gardner
> *Governor, State of Washington*



The Governor's Letter: The Washington Center: A Key to Higher Education Progress

As we rededicate ourselves to improving the quality of this state's higher education system, the Washington Center provides an outstanding laboratory for communication and innovation that brings together people from all parts of our scholarly community.

I am especially pleased that the Washington Center involves representatives of two- and four-year colleges

Continued next page

Participating Institutions: Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Eastern Washington University, Edmonds Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle University, Shoreline Community College, Skagit Valley College, South Seattle Community College, South Puget Sound Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Washington State University, Wenatchee Valley College, Western Washington University, Whatcom Community College, Yakima Valley Community College.

Continued

and universities—as well as privately-funded institutions. By working together to cross the traditional boundaries of educational politics, we can maximize the benefits of sharing and adapting the best ideas from each arena.

It's true that 1987 has been the "Year of Education" in the legislative halls of Olympia. But much remains to be done as we look toward the 21st century and the challenges of finding our place in the world economy.

I believe the most effective way to make lasting improvements throughout our educational system is to use institutions like the Washington Center and programs like "Schools for the 21st Century" to stimulate innovation from within existing professional networks. This newsletter, serving as an open forum for a wide range of ideas, is an important part of that effort.

It was been a tremendous pleasure to work with educational leaders from around the state—the administrators, the professors and teachers, and the students themselves—to lay the foundation for a revitalized higher ed program in Washington state. I am confident that institutions like the Washington Center will provide the continuing leadership and creativity we will need to sustain our effort long into the future.

Booth Gardner

Booth Gardner

Dear Colleague:

It is with a mixture of relief and anticipation that I look forward to what the future holds for the Washington Center for Undergraduate Education. Relief, because the 1987-89 biennial budget includes state funding for the Center, thereby providing it with substantial resources to continue the exciting work begun two years ago. Anticipation, because this initiative is an affirmation that educators care, and that we, the faculty and administrators, are the solutions to the problems which confront higher education.

We are thankful for the vision of individuals and foundations who have provided energy and resources to the Center in its embryonic stages. Primary among those are the Exxon Education Foundation, the Ford Foundation, and the Matsushita Foundation. Recognition must also go to a group of individuals who worked so hard to make the Center a reality: Patrick Hill, Barbara Leigh Smith, and Jean MacGregor of The Evergreen State College. As early as 1985, these individuals, members of the original planning committee for the Center, and State Representative Dan Grimm recognized the potential of creating a center which would act as a conduit of information and an incubator of curricular ideas.

I would also like to thank Governor Booth Gardner for his invaluable support for the Washington Center. The Governor displayed leadership and sensitivity when he made this initiative a priority in his education package for the biennium. Savvy enough to know that the state needed to do more than increase faculty salaries to improve its approach to higher education, the Governor stuck with funding for the Center when others urged its elimination.

Many of you know firsthand that funding the Center took some hard work, as you were personally involved in contacting key legislators and explaining the Center to them. For this effort we thank each of you. Because of your support, the Center will continue to help us to become better educators.

It's fortunate the Center was funded now: it is a proven vehicle for experimenting with very low cost educational improvements that cross disciplinary and institutional boundaries. Our institutions need just these sort of grassroots and collaborative efforts during the years ahead, when resources for education will, in all likelihood, remain scarce. Through the communication of ideas, knowledge, and experiences (both successes and failures) administrators and faculty members will become better practitioners of their craft, and their students better served.

The challenge before higher education is clear. We are the means to meeting it, by working collaboratively to better education at our institutions. In supporting and re-enforcing this premise, the Washington Center will succeed, and so will we.

Joseph D. Olander

Dr. Joseph D. Olander, President
The Evergreen State College

One or two quarters on a different campus. . . presents such fertile ground, for new discoveries, new questions, and new perspectives. . .

Jean MacGregor
Assistant Director,
Washington Center for Improving the Quality of Undergraduate Education

Coming up in 1987-88

Center activities for 1987-88 will include:

- **Seminars:** two seminars each quarter, of one or two day's length. This year's themes will include learning community models (see announcement of these October workshops elsewhere in this issue), improving the teaching of basic skills, and the teaching of writing and critical thinking across the curriculum. In May 1988, the third annual curriculum planning retreat will be offered for campus teams to retreat and work on curriculum planning endeavors. Seminars will be announced in the Washington Center *News*. Faculty and staff of any participating institution can attend, at minimal cost. Registration for these events is coordinated by the lead Washington Center contact person at each institution. In addition, campuses are encouraged to develop their own faculty development events, through the Center's Seed Grants Program.
- **Seed Grants Program:** Participating institutions can apply for Seed Grants of up to $3,000 for collaborative, boundary-crossing efforts—across disciplines and institutions—to build and improve curricular coherence, and to improve teaching effectiveness. Seed Grants can be used for model program development, or for faculty development events. The deadline for Seed Grant applications for this year is *October 30*. Again, institutional contacts will be circulating information about this opportunity—or you can call or write the Washington Center directly for further information.
- **Faculty Exchange Program:** The Center helps to broker or offer technical support for faculty exchanges (of one, two or three quarters' duration) between participating institutions. Funds are available to subsidize housing relocation costs, and replacement costs in special instances where exchanges cannot be done in both directions.
- **Quarterly issues of the** ***News***, which will announce Center events and opportunities, and will feature model educational efforts and programs at our institutions as a means of enhancing our awareness of the considerable resources we have within Washington state.

Burlington Northern Foundation Awards Funds for Faculty Exchanges

The Washington Center is pleased to announce the receipt of a $22,500 grant to expand its faculty exchange program between Washington Center institutions. With initial support from the Ford Foundation in 1986, the faculty exchange effort represents a low-cost approach to faculty development, and to the development of closer ties between two- and four-year colleges in Washington. In the past two years about 125 faculty members have been involved in exchanging to another school or team-teaching with a visiting faculty member. "The first two years of this program have been tremendously gratifying," comments Center assistant director Jean MacGregor. "Both teachers and administrators repeatedly tell us how revitalizing these exchanges have been, both for people and programs. One or two quarters on a different campus, with new colleagues and students, and frequently in a team-teaching situation, presents such fertile ground, for new discoveries, new questions, and new perspectives—both on one's discipline and on one's teaching approaches as well. The Burlington Northern Foundation funds will enable us to expand this opportunity to more campuses and teachers."

Upcoming Conferences

A One-Day Workshop on

Learning Community Models

West side:
Thursday, October 15
North Seattle Community College

East side:
Friday, October 16
Central Washington University

Presenters:

Roberta Matthews
LaGuardia Community College's *Learning Clusters*

Jack Bennett
University of Oregon's *Freshman Interest Groups*

Brinton Sprague, Valerie Bystrom, Ron Hamberg, James Harnish, Rudy Martin and others
Approaches to Coordinated Studies

Write or call the Washington Center for information: 206/866-6000 or SCAN 727-6606.

Exchanging in Fall 1987

Valerie Bystrom *(English, Seattle Central Community College)* will be visiting the Evergreen campus to teach in a year-long coordinated studies program, "Politics, Values and Social Change," which will examine the development of Western values and the way they inform the politics and day-to-day behavior of Americans through the study of intellectual history and literature.

Leo Daugherty *(literature and linguistics, Evergreen)* will go to Seattle Central Community College to team teach in the coordinated studies offering, "Power and Personal Vulnerability" with SCCC faculty in psychology, history/philosophy and mathematics.

Jim Harnish *(history, North Seattle Community College)* will be visiting Evergreen to teach with Andrew Hanfman (language studies and comparative literature, Evergreen) in the year long "Russia-USSR" program. This program began this summer with intensive beginning and intermediate Russian language. Language study will continue through the year as students immerse themselves full-time in the history and civilization of Russia and the Soviet Union. The program will culminate next summer in a quarter-long study in the Soviet Union.

Yun-yi Ho *(history, Tacoma Community College)* will join art historian Gordon Beck for a year-long intermediate level Evergreen program, "Civilization East and West: A Cross-cultural Study." This comparative study will focus on great cities as microcosms of the cultural development of each civilization and age: Xian and Athens in classical times; Beijing and Florence in the 14th and 15th centuries; and Tokyo and Vienna from the 17th century to 1914.

Will Humphreys *(philosophy and mathematics, Evergreen)* will be visiting Seattle University to teach in the area of social and cultural implications of science and technology, both in the Matteo Ricci College, and in the School of Science and Engineering.

Mark Levensky *(philosophy, Evergreen)* will be exchanging to Bellevue Community College, to teach in the quarter long "Beginnings of Earth and Earthlings from a Geological and Mythological Perspective" which will link English, mythology and geology courses around that theme.

Small group workshops in North Seattle Community College's Coordinated Studies Program. Photo: David Gronbeck, NSCC

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Seven Principles For Good Practice in Undergraduate Education

by Arthur W. Chickering and Zelda F. Gamson

Chickering

Gamson

Arthur W. Chickering is Distinguished Professor of Higher Education at Memphis State University. On leave from the Directorship of the Center for the Study of Higher Education at Memphis State, he is Visiting Professor at George Mason University.

Zelda Gamson is a sociologist who holds appointments at the John W. McCormack Institute of Public Affairs at the University of Massachusetts-Boston and in the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses—so rolls the drumfire of criticism of higher education. More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks.

There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends.

But how can students and faculty members improve undergraduate education? Many campuses around the country are asking this question. To provide a focus for their work, we offer seven principles based on research on good teaching and learning in colleges and universities.

Good practice in undergraduate education:

1. Encourages contact between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

We can do it ourselves—with a little bit of help...

Inter-student dialogue session for students in Seattle University's Matteo Ricci College. Photo: Seattle University

A Focus for Improvement

These seven principles are not ten commandments shrunk to a 20th century attention span. They are intended as guidelines for faculty members, students, and administrators—with support from state agencies and trustees—to improve teaching and learning. These principles seem like good common sense, and they *are*—because many teachers and students have experienced them and because research supports them. They rest on 50 years of research on the way teachers teach and students learn, how students work and play with one another, and how students and faculty talk to each other.

While each practice can stand on its own, when all are present their effects multiply. Together, they employ six powerful forces in education:

Activity
Cooperation
Diversity
Expectations
Interaction
Responsibility

Good practices hold as much meaning for professional programs as for the liberal arts. They work for many different kinds of students—white, black, Hispanic, Asian, rich, poor, older, younger, male, female, well-prepared, underprepared.

But the ways different institutions implement good practice depends very much on their students and their circumstances. In what follows, we describe several different approaches to good practice that have been used in different kinds of settings in the last few years. In addition, the powerful implications of these principles for the way states fund and govern higher education and for the way institutions are run are discussed briefly at the end.

As faculty members, academic administrators, and student personnel staff, we have spent most of our working lives trying to understand our students, our colleagues, our institutions and ourselves. We have conducted research on higher education with dedicated colleagues in a wide range of schools in this country. We draw the implications of this research for practice, hoping to help us all do better.

We address the teacher's *how*, not the subject-matter *what*, of good practice in undergraduate education. We recognize that content and pedagogy interact in complex ways. We are also aware that there is much healthy ferment within and among the disciplines. What is taught, after all, is at least as important as how it is taught. In contrast to the long history of research in teaching and learning, there is little research on the college curriculum. We cannot, therefore, make responsible recommendations about the content of good undergraduate education. That work is yet to be done.

This much we can say: An undergraduate education should prepare students to understand and deal intelligently with modern life. What better place to start but in the classroom and on our campuses? What better time than now?

1.

Encourages Contact Between Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Some examples: Freshman seminars on important topics, taught by senior faculty members, establish an early connection between students and faculty in many colleges and universities.

In the Saint Joseph's College core curriculum, faculty members who lead discussion groups in courses outside their fields of specialization model for students what it means to be a learner. In the Undergraduate Research Opportunities Program at the Massachusetts Institute of Technology, three out of four undergraduates have joined three-quarters of the faculty as junior research colleagues in recent years. At Sinclair Community College, students in the "College Without Walls" program have pursued studies through learning contracts. Each student has created a "resource group," which includes a faculty member, a student peer, and two "community resource" faculty members. This group then provides support and assures quality.

2.

Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

Some examples: Even in large lecture classes, students can learn from one another. Learning groups are a common practice, in which five to seven students meet regularly during class throughout the term to solve problems set by the instructor. Many colleges use peer tutors for students who need special help.

Learning communities are another popular way of getting students to work together. Students involved in SUNY at Stony Brook's Federated Learning Communities can take several courses together. The courses, on topics related to a common theme like science, technology, and human values, are from different disciplines. Faculty teaching the courses coordinate their activities while another faculty member, called a "master learner," takes the courses with the students. Under the direction of the master learner, students run a seminar which helps them integrate ideas from the separate courses.

3.

Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

Some examples: Active learning is encouraged in classes that use structured exercises, challenging discussions, team projects, and peer critiques. Active learning can also occur outside the classroom. There are thousands of internships, independent study, and cooperative job programs across the country in all kinds of colleges and universities, in all kinds of fields, for all kinds of students. Students also can help design and teach courses or parts of courses. At Brown University, faculty members and students have designed new courses on contemporary issues and universal themes; the students then help the professors as teaching assistants. At the State University of New York at Cortland, beginning students in a general chemistry lab have worked in small groups to design lab procedures rather than repeat prestructured exercises. At the University of Michigan's Residential College, teams of students periodically work with faculty members on a long-term original research project in the social sciences.

4.

Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

Some examples: No feedback can occur without assessment. But assessment without timely feedback contributes little to learning.

Colleges assess entering students as they enter to guide them in planning their studies. In addition to the feedback they receive from course instructors, students in many colleges and universities receive counseling periodically on their progress and future plans. At Bronx Community College, students with poor academic preparation have been carefully tested and given special tutorials to prepare them to take introductory courses. They are then advised about the introductory courses to take, given the level of their academic skills.

Adults can receive assessment of their work and other life experiences at many colleges and universities through portfolios of their work or through standardized tests; these provide the basis for sessions with advisors.

Alverno College requires that students develop high levels of performance in eight general abilities such as analytic and communication skills. Performance is assessed and then discussed with students at each level for each ability in a variety of ways and by a variety of assessors.

In writing courses across the country, students are learning, through detailed feedback from instructors and fellow students, to revise and rewrite drafts. They learn, in the process, that feedback is central to learning and improving performance.

5.

Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

Some examples: Mastery learning, contract learning, and computer-assisted instruction require that students spend adequate amounts of time on learning. Extended periods of preparation for college also give students more time on task. Matteo Ricci College is known for its efforts to guide high school students from the ninth grade to a B.A. through a curriculum taught jointly by faculty at Seattle Preparatory school and

Deborah Hatch, English faculty member, gives a student feedback in University of Washington's Interdisciplinary Writing Program Photo: Mary Levin, U.W.

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Seattle University. Providing students with opportunities to integrate their studies into the rest of their lives helps them use time well.

Workshops, intensive residential programs, combinations of televised instruction, correspondence study, and learning centers are all being used in a variety of institutions, especially those with many part-time students. Weekend colleges and summer residential programs, courses offered at work sites and community centers, clusters of courses on related topics taught in the same time block, and double-credit courses make more time for learning. At Empire State College, for example, students design degree programs organized in manageable time blocks; students may take courses at nearby institutions, pursue independent study, or work with faculty and other students at Empire State learning centers.

6.

Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

Some examples: In many colleges and universities, students with poor past records or test scores do extraordinary work. Sometimes they outperform students with good preparation. The University of Wisconsin-Parkside has communicated high expectations for underprepared high school students by bringing them to the university for workshops in academic subjects, study skills, test taking, and time management. In order to reinforce high expectations, the program involves parents and high school counselors.

The University of California, Berkeley introduced an honors program in the sciences for underprepared minority students; a growing number of community colleges are establishing general honors programs for minorities. Special programs like these help. But most important are the day-to-day, week-in and week-out expectations students and faculty hold for themselves and for each other in all their classes.

7.

Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Some examples: Individualized degree programs recognize different interests. Personalized systems of instruction and mastery learning let students work at their own pace. Contract learning helps students define their own objectives, determine their learning activities, and define the criteria and methods of evaluation. At the College of Public and Community Service, a college for older working adults at the University of Massachusetts-Boston, incoming students have taken an orientation course that encourages them to reflect on their learning styles. Rockland Community College has offered a life-career-educational planning course. At the University of California, Irvine, introductory physics students may choose between a lecture-and-textbook course, a computer-based version of the lecture-and-textbook course, or a computer-based course based on notes developed by the faculty that allow students to program the computer. In both computer-based courses, students work on their own and must pass mastery exams.

Whose Responsibility Is It?

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- A strong sense of shared purposes.
- Concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making their judgments about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

- Setting policies that are consistent with good practice in undergraduate education.
- Holding high expectations for institutional performance.
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability.
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.
- Encouraging employment of underrepresented groups among administrators, faculty members, and student services professionals.
- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

This article was reproduced by permission from the authors, the American Association for Higher Education (AAHE) and the Wingspread Foundation. It was prepared with the assistance of Alexander W. Astin, Howard Bowen, Carol M. Boyer, K. Patricia Cross, Kenneth Eble, Russell Edgerton, Jerry Gaff, Joseph Katz, C. Robert Pace, Marvin W. Peterson, and Richard C. Richardson, Jr. This work was co-sponsored by the American Association for Higher Education and the Education Commission of the States. The Johnson Foundation supported a meeting for the authors at Wingspread in Racine, Wisconsin.

"Seven Principles" originally appeared in the March 1987 AAHE Bulletin. It was printed this spring as a special report in *The Wingspread Journal*. Copies of this special section, along with a selected list of references, are available *in quantity* at no charge from the Johnson Foundation. You can write The Johnson Foundation, Post Office Box 547, Racine, WI 53401-0547, Susan Poulsen Krogh, editor.

Fall Learning Community Programs at Participating Institutions

- **Bellevue Community College** will present an interdisciplinary team-taught coordinated studies program, "Beginnings of Earth and Earthlings from a Geological and Mythological Perspective" which will link geology, literature and English offerings.
- **Eastern Washington University** is introducing two "freshman interest groups" this fall, in which 25-30 students enroll in a common cluster of classes. The "interest group" idea provides first-year students the opportunity to begin their college education in a setting which fosters an easy exchange with fellow students and participating faculty. A peer leader, academic counselor, and faculty member will join in providing planning support for group activities. Such activities may include informal discussions, social activities, or orientations to campus resources and major programs. One interest group will focus on general university requirement courses typically selected by freshman (art, the physical environment and sociology). Another will focus on initial course work in the biological sciences.
- **Green River Community College** launches its first year of team-taught coordinated studies offerings with "Cultural Communications and Community," co-taught by faculty in speech, English and sociology.
- **Lower Columbia College** is also beginning a full year of coordinated studies programs, with an interdisciplinary linking of biology, American literature and English composition entitled "Humanity and Nature."
- **North Seattle Community College** will offer "Making Choices: Change, Self and Values in an Age of Technology," an exploration in the humanities, psychology and English, of progress and change in light of their impact on individuals and society in America.
- **Seattle Central Community College** will be presenting two coordinated studies offerings. "Power and Personal Vulnerability" links English composition, literature and psychology/sociology in an 18-credit offering. "Exploring Different Cultures" will be a 10-credit program combining work in anthropology and pre-college English.
- **Shoreline Community College** is offering three sets of linked English and science courses as a means of developing critical thinking and writing abilities. Students will be able to co-register for an English 101 course linked to animal behavior, biology, or geology.
- **Tacoma Community College** will continue its jointly offered Bridge Program with Evergreen's Tacoma campus, offering lower division coordinated studies programs at night for adult learners. The "Transitions" program will combine work in writing, self assessment, critical thinking and ethnic studies.
- **University of Washington** is also piloting the "freshman interest group" concept this year, with six packages of two or three courses in the areas of American culture, philosophy, Western civilization, and the sciences. Peer advisors and one faculty member will work closely with each interest group.
- **Yakima Valley Community College** is piloting a "learning cluster" in which students co-register for three courses in science, literature and composition. The cluster, entitled "Disease as Reality and Metaphor," was developed as a response to students' fear of AIDS; it will examine disease from scientific, historical and literary perspectives.

In the works—Western Washington University's Fairhaven College is continuing its partnership with Whatcom Community College; Fairhaven faculty member Gary Bornzin and Whatcom's Sue Weber will be co-teaching the "Science Perspectives" course for both Whatcom and Fairhaven students during Winter Quarter. Pilot coordinated studies offerings are being planned for Winter Quarter at Edmonds Community College, Shoreline Community College and Spokane Falls Community College.

Planning for many of these learning community programs took place in May at Camp Don Bosco, near Carnation, Washington. About a hundred faculty and administrators from participating colleges spent two days working in teams on curriculum planning efforts.

Mailing List

The Washington Center is continuing to build its mailing list. If you know of additional people who should receive our publications, please call us, or return this form.

Name ______________________________

Address ______________________________

____

Send to The Washington Center, L 2211, The Evergreen State College, Olympia, WA 98505, or call (206) 866-6000, ext. 6606.

New Members

We are pleased to announce that the following institutions have joined the Washington Center. The lead contact people on each campus are:

Eastern Washington University
Steven B. Christopher,
Vice Provost for Educational Resources and Planning.
Skagit Valley College
George Delaney,
Dean of Educational Services
Ted Keeler,
Associate Dean for Academic Education

Whatcom Community College
William Christopher,
Dean for Instruction
Yakima Valley Community College
Gary Tollefson,
Associate Dean for Student Services
Judy Moore,
Faculty Member in Biology

Coming in the Winter Issue

- College–High School Collaborative Programs
- The National Faculty's Summer Institute for High School Teachers
- Announcement of the Matsushita Foundation Awards for College–High School collaborative projects
- **Update:** Washington Center Seed Grant Awards, faculty exchanges, and Winter Seminar offerings.

Washington Center
for the Improvement of the Quality of
Undergraduate Education

The Evergreen State College
Olympia, Washington 98505

WINTER 1988

WASHINGTON CENTER

news

VOLUME TWO NUMBER TWO

Director's Letter

Thanks to a grant from the Matsushita Foundation, a new thread of the Washington Center's fabric this year involves the support of five collaborative projects between colleges and high schools. Along with our regular updates of Washington Center-related programs, this issue of the *NEWS* announces the Matsushita projects, and also presents a glimpse at high school issues and efforts in the state.

We invited several leaders in secondary school education to share their thoughts on high school education today: a secondary school teacher, a teacher educator, an administrator, and a team of school consultants. The concerns they raise directly affect **us**, as well, in the post-secondary arena.

We also feature four relatively new, and outstanding Washington-based collaborative endeavors to improve teaching and learning. These projects are not only knitting closer ties between educators in the college, high school and community sectors, but have also begun to create tangible curricular results. These model projects represent just a few of the many diverse efforts under way.

> **Boundary-crossing partnerships, if they are to bring lasting results, take time, a lot of listening, and enduring commitment.**
>
> Jean MacGregor
> *Assistant Director*

From our experience with the Center's Matsushita Projects and from conversations we've had with many of you who are involved in these enterprises, we are under no illusion about the obstacles involved in teasing the sparks of common interest and concern into lively, productive and sustainable fires. Boundary-crossing partnerships, if they are to bring lasting results, take time, a lot of listening, and enduring commitment. It is gratifying to see such growing interest from both the high school and college sectors, in launching these cooperative efforts that address the problems confronting both of our systems.

Jean MacGregor

Jean MacGregor
Assistant Director

Participating Institutions: Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Eastern Washington University, Edmonds Community College, Everett Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Pierce College, Saint Martins's College, Seattle Central Community College, Seattle Pacific University, Seattle University, Shoreline Community College, Skagit Valley College, South Seattle Community College, South Puget Sound Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Washington State University, Wenatchee Valley College, Western Washington University, Whatcom Community College, Yakima Valley Community College.

Seattle Central Community College faculty member Dick Keller (left) who team-taught in the coordinated study, "Power and Personal Vulnerability," during Fall Quarter. Photo: Lucy Hart, Seattle Central Community College

What's Happening...

Winter Quarter Learning Community Programs at Participating Institutions

Bellevue Community College is offering "The New Hero: Choices in the 20th Century," a coordinated studies program, with faculty members Pauline Christiansen (literature), Thornton Perry (history), and Julianne Seeman (English).

Centralia College's winter learning community program is titled "Futures." Students have the option of applying learning community block credit towards Honors Program requirements. Rich Henry (computer science) and Sue Hendrickson (English) are coordinating this offering.

Green River Community College is offering its second coordinated studies program, "The Search for Solutions," with Jeff Clausen (philosophy), Bob Filson (geology), and Elayne Levensky (visual arts). The program examines the pattern and logic in problem solving in diverse disciplines.

Lower Columbia College launches its second successful quarter of coordinated studies this winter with David Benson (history and political science), Mike Strayer (psychology), and David McCarthy (English). Titled "The Human Matrix," the program explores the overlap between the psychological and political dimensions in the context of American politics.

North Seattle Community College offers "Gods, Heroes, and Humans in Literature and Philosophy," a coordinated study with faculty Mike Kischner (English), Tom Kerns (philosophy), and Joe Hollinsworth (anthropology and philosophy), an exchange faculty member from Edmonds Community College.

Seattle Central Community College is offering several learning community programs this winter. A coordinated studies program entitled "Myth, Nature and Magic: Making Connections" explores alternative ways of knowing, with faculty Illeana Leavens (art), Sandra Hastings (English), Dick Keller (philosophy), and Nancy Finley (psychology).

Alison Duxbury (biology) is teaching linked courses in "Introduction to Genetics" and "Genetics: The Humans Aspects and Society" as a five-credit package for fulfilling the college's natural science distribution requirement.

"Exploring Cultural Differences" is a 10-credit coordinated study linking anthropology and developmental English, with faculty members Astrida Onat and Sandra Schroeder respectively.

A new 15-credit coordinated studies program in business, "Business, Society and the Individual" is being offered with Liz MacLennan (business), Steve Soderland (math), and Wendy Rader-Konofalski (English).

Finally, the Allied Health Program is offering a 15-credit coordinated study for underprepared students, "The Health Connection: Learning for Success," combines work in science, pre-college reading, writing and math, with Rochelle De la Cruz (English), Jakie Baird (science) and Dan Shapiro (math).

Shoreline Community College is launching its first integrated learning community , "A Sense of Where You Are," with humanities faculty Carol Doig and Diane Gould, Lloyd Keith (social science), and librarian Jean Roden. The program is combining work in contemporary history, mass media, and library research.

The Tacoma Community College-Evergreen Bridge Program continues this winter with its "Transitions" program geared towards older, returning adult students. The Winter Quarter emphasis is on national transitions, through the study of literature, mass media, and contemporary culture, with Evergreen faculty member Joye Hardiman and TCC instructor Caro Church.

Western Washington University-Fairhaven-Whatcom Community College is initiating a new collaborative course for Whatcom and Fairhaven students titled "Science Perspectives," co-taught by Fairhaven faculty member Gary Bornzin and Whatcom faculty member Sue Weber.

University of Washington and **Eastern Washington University** are evaluating their fall quarter pilot efforts with the Freshman Interest Group learning community models: more about these in the Spring *NEWS*.

Other learning communities in the works: Brinton Sprague at North Seattle Community College reports a Title III grant from the Department of Education to enhance student success at NSCC by developing a comprehensive student tracking and assessment program. Included in the grant are funds to develop coordinated studies in two vocational programs and developmental education as well as assessment systems in each. These programs will focus on high risk students.

Presentations on Learning Communities and Collaborative Learning

Many members of the Washington Center community were on the road this fall, giving presentations relating to the Washington Center effort, learning community models, and collaborative learning:

Fall In-service Days at community colleges included numbers of presentations on team-teaching and learning community design and implementation. At the annual Shoreline Community College Chautauqua, a panel on teaching in coordinated studies featured Brinton Sprague and Larry Hall (North Seattle), Julianne Seeman (Bellevue) and Sandra Hastings (Seattle Central). Jim Harnish (North Seattle), Valerie Bystrom (Seattle Central) and Jean MacGregor (Washington Center) led a workshop for the Olympic College faculty.

Washington Center Assistant Director Jean MacGregor spoke on the Washington Center and learning community models at in-service events at Highline and Yakima Valley Community Colleges, and led a workshop on "Building Student Collaboration" for the Seattle District. Centralia faculty member Don Foran also was part of the Seattle District's fall in-service week, facilitating a workshop on "Leading Seminars."

Further afield, Jean MacGregor and Ed Dolan (Dean of Instruction at Bellevue Community College) introduced the Washington Center and the learning community approach at **Montana Tech's "Today's College Teacher" conference**, a gathering held for faculty from around the northern Rockies region. In early October, a team from Seattle Central Community College, including Associate Dean Myrtle Mitchell, Humanities and Social Science Division Chair Rosetta Hunter, and English as a Second Language faculty member Rochelle De la Cruz, gave a panel presentation on "Coordinated Studies as a Strategy with Developmental Studies" at the **annual meeting of the National Council for Occupational Education.**

Later in October, Washington Center Director Barbara Smith gave the keynote address at the **National Collegiate Honors Council** meeting in Dallas, Texas on "New Perspectives on Teaching and Learning." We hear that this has resulted in some active exploration of learning communities in Arizona, Pennsylvania, and California.

At the annual meetings of the Association for General and Liberal Studies, Jean MacGregor led a "Nuts and Bolts Workshop on Implementing Learning Communities." Another panel on "Teaching in Coordinated Studies" was presented at the **annual meeting of the Washington State Sociological Association**, with social scientists Bill Arney (Evergreen), David Jurji (Bellevue Community College) and Cynthia Imanaka (Seattle Central).

At the annual **Pacific Western Division meetings of The Community College Humanities Association**, English instructors Don Foran (Centralia) and Inga Wiehl (Yakima Valley) spoke on their experiences teaching English within the learning community models they have helped to develop at their respective colleges.

In late November Jean MacGregor and Barbara Smith traveled to Minneapolis to join with Kenneth Bruffee of Brooklyn College to present a **retreat on collaborative learning and learning communities for the directors of honors programs in the University of Minnesota system.**

Matsushita Grant Supports High School-College Collaboration

Last year the Washington Center was awarded a $41,000 grant from the Matsushita Foundation to develop college-high school collaborative efforts, both to forge closer ties between college and high school faculty, and to engage college faculty in ongoing efforts to improve both high school and college teaching. The three-year-old, New Jersey-based Matsushita Foundation was established by a $10 million endowment from the Matsushita Electric Corporation of America (Panasonic, Technics and Quasar). It is the first U.S. corporate foundation to be established by a Japanese company to promote excellence in American education, with a particular focus on pre-collegiate education.

In response to a Call for Proposals to Washington Center consortium institutions, five projects were funded. Each project includes joint workshops between the participating high schools and colleges, and a faculty exchange program in which pairs of college and high school teachers have the chance to observe each other's classrooms over one-week periods.

Bellevue Community College has initiated a project with Mercer Island High School. The project includes a teacher exchange that ran through the fall of '87. In addition, seminars have focused on strategies for improving the teaching of writing with special emphasis on opportunities in interdisciplinary learning community model programs. The project will be part of an overall effort to develop social science and humanities blocks at Mercer Island High.

Seattle University's Matteo Ricci College II is in the beginning stages of developing relationships with several independent Catholic high schools in the greater Seattle area. The initial plan is to develop some team-teaching experiences at Matteo Ricci with Seattle U. faculty members and **Kennedy Memorial High** teachers, as a means of exploring models for integrative senior year "bridge" curricula in the humanities and social sciences. Later in the year, additional planning work will go forth with teachers from additional high schools.

The Evergreen State College and three Thurston county school districts, **North Thurston**, **Olympia**, and **Tumwater**, will continue a long-standing teacher exchange program and focus it towards building new interdisciplinary curricular efforts in the high schools. Two workshops will be offered during winter quarter, on designing thematic programs and on developing critical thinking skills.

Central Washington University's School of Education was awarded a Matsushita grant for a project with **Cascade High School** in Leavenworth. It will involve a series of fall and winter seminars on strategies for developing autonomous learners, and a teacher exchange with a focus on linking theory to practice at both the high school and college level, in the area of enhancing self-directed learning.

Western Washington University's Fairhaven College is developing a relationship with two Bellingham high schools: **Sehome** and **Bellingham**. Closer relationships are being built between Fairhaven and high school faculty members, while integrated summer offerings for advanced high school students are being developed.

Faculty Members on Exchange

Fran Brewer (English and communications, Spokane Falls Community College) is visiting Evergreen to join the "Frames of Mind" program with Evergreen faculty members Kirk Thompson, Andrew Buchman, Linda Kahan, and Susan Fiksdal. Fran will return to Spokane spring quarter to be part of Spokane Falls' first coordinated studies program.

Joe Hollinsworth (philosophy and anthropology, Edmonds Community College) is teaching in the winter coordinated studies program at North Seattle Community College, and will return in spring quarter with North Seattle faculty member **Larry Hall** (psychology) to teach in Edmonds' first coordinated studies program.

Pat Williams (American studies, Bellevue Community College) will teach at Evergreen Spring quarter in the "Decisions" program.

Lovern King (communications, Evergreen) will exchange to Seattle Central in spring quarter.

Elizabeth Diffendal (anthropology, Evergreen) is at the University of Hawaii-Hilo to begin a new exchange program there at Hawaii Community College, and will be helping to initiate learning communities there. **Jan Kido** (U of Hawaii-Hilo) will come to Washington state next year to teach for two quarters at Evergreen and North Seattle Community College. (We're told that Hilo has as much rain as Forks—only it's much warmer!)

Support for these exchanges comes from a grant to the Washington Center from the Burlington Northern Foundation. Faculty members interested in the exchange program are invited to contact Barbara Smith, Washington Center Director.

Centralia faculty member Don Foran (far right) leads a workshop on seminars during the fall in-service week at the Seattle Community College District. Photo: Lucy Hart, Seattle Central Community College

Washington Center Announces Seed Grant Awards

The Center is continuing its Seed Grants program to fund small projects for collaborative, boundary-crossing work to build and improve curricular coherence and to improve teaching effectiveness at the undergraduate level. The Washington Center received 13 proposals, which were reviewed by a panel representing seven of the consortium institutions. Awards were made to:

Centralia College for funding to assist in its efforts to institutionalize learning communities. The project includes a year-long sequence of learning community model programs, and a series of faculty seminars and retreats on learning community planning. (Don Foran, project director).

Green River Community College for a joint effort with the Physics Education group at the University of Washington to develop laboratory and classroom materials that make physics more accessible. (Rebecca Green and Marvin Nelson, project directors).

Shoreline Community College for a thinking-across-the-curriculum faculty development effort. Faculty workshops on critical thinking will occur through winter and spring quarters. (Ann McCartney, project director).

Spokane Falls Community College to initiate a coordinated studies program beginning in Spring, 1988. The Washington Center award will allow Spokane Falls to staff the coordinated studies team for five quarters with one "extra" part-time faculty who will act as a kibitzer and join the team in the succeeding quarter. (Steve Reames, project director).

Yakima Valley Community College for an integrated cluster of courses in biology, composition, and critical thinking to be offered in Spring, 1988. (Dee Tadlock and Eric Mold, project directors).

The deadline for Seed Grant Proposals for the 1988-89 year is March 31, 1988; awards will be announced by the end of April. For proposal guidelines or further information, call Jean MacGregor at the Washington Center.

Problems and Possibilities: Opinions on High School Teaching

Dick Clark is Deputy Superintendent of the Bellevue School District and works with the fourteen school-university partnerships which make up the National Network for Educational Renewal.

An Open Letter to those Responsible for Undergraduate Education

by Richard Clark

> **Help us demand a restructuring of today's high schools so that the lofty goals we have set for them can be realized.**
>
> Richard Clark

We need your help. Your colleagues have done an effective job of enumerating the shortcomings of current high school graduates. Thanks to recent publications, we realize that many high school graduates don't know when the Civil War occurred, may not have any idea in what part of the nation most of its battles were fought, and likely are unable to speak knowledgeably of the works of Stephen Crane or Carl Sandburg concerning that war. What you now need to turn to with equal vigor is the task of explaining why high schools are not succeeding.

Today's high school teacher is being expected to perform the impossible. Society expects that high school graduates master a broad academic curriculum, demonstrate readiness to assume the responsibilities of a citizen in a complex "information age" democracy, be able to perform a vocation, and possess all the attributes needed to be a fully actualized person. The students who are entering our schools increasingly come from backgrounds which make realization of these broad goals difficult. In spite of the scope of our goals and the characteristics of our students, high school teachers are expected to spend 30 or more hours a week as they meet five to six classes of approximately 30 students each day, five days a week. They are not to "cover material," but to see to it that their students "master" the course content and acquire the attitudes expected. For example, not only must students understand how AIDS is transmitted, they must behave so as not to spread it.

Never mind that a teacher must be an active learner. Forget that teaching students requires knowing the students. Ignore the dialogue that must go on among teachers if they are going to help students understand the relationships among the subjects they are learning. Think only of the weekly time taken to read 150 papers and respond carefully to the student authors or to analyze the results of 150 mathematical or science exercises, and it should be evident why students are not learning what they should be. The Japanese understand this. Although their teachers work with a largely homogeneous group of students and have larger classes, they spend only 15-16 hours per week in class. They still work with too many students, but at least they have time for such teaching functions as preparing for classes, inquiring in their subject areas, and correcting student work which our teachers are forced to squeeze out of the night hours.

Now is the time. As individuals whom the public respects for your scholarly abilities, you need to help us. Help us demand a restructuring of today's high schools so that the lofty goals we have set for them can be realized. Help us insist that high school teachers—most of whom are very able professionals—be given the opportunity, free of bureaucratic regulation, to create a new environment, a new approach to learning. Remember: the high school graduate you save today may be the undergraduate of your tomorrow.

Jill Severn is Program Director of the Global REACH consortium, a teacher training and curriculum development project of the REACH Center. She is former Executive Director of the World Affairs Council of Seattle and for many years worked as a journalist in international news, specializing in Third World, United Nations and women's issues.

Gary Howard is the founder and Executive Director of the REACH Center for Multicultural and Global Education. Over the past ten years, he has written curriculum material and articles on cultural awareness, and now consults extensively both with school and colleges and with businesses and social service agencies.

High Schools for the 21st Century

by Jill Severn and Gary Howard

Many educational studies lament the decline in achievement and basic knowledge among our nation's high school graduates. Whether it be the lowering of SAT scores or the failure of students to name the capital of Kansas, American schools and particularly our teachers have been put on trial for their apparent deficiencies.

Right on the heels of this critique have come various prescriptions for change. One of the most recent is E. D. Hirsch, Jr.'s *Cultural Literacy*. His solution to the problem of declining achievement is to narrow the knowledge base by including only that information which supports "American literate culture." Employing a random and idiosyncratic methodology, Hirsch produces a list of *What Every American Needs to Know*, which reads like a trivial pursuit of American ethnocentrism. Ignoring our global interconnectedness and the multicultural realities of our time, Hirsch's approach would prepare students for an isolationist America which can no longer exist. Students may ultimately test better on Hirsch's narrow parameters of knowledge, but their education would be largely irrelevant. In analyzing what is wrong with American education we need to avoid simple solutions to complex problems. In Hirsch's case certainly, the cure would be worse than the disease.

Rather than encouraging the quick-fix or the simplistic solution, the current momentum for educational reform should open a window of opportunity for us to fundamentally reevaluate schooling in our society. The real failure of today's education system is not found in test scores; it is found at the voting polls, where young people are conspicuously absent. We can talk until we are blue in the face about improving test scores—and maybe we can even accomplish that goal—but it will certainly not ensure the future of our country to produce graduates who test well, if those students have not learned how to participate in the democratic political life of their own nation.

Students living in the world's most powerful democracy need to learn that *they are very powerful people.* As citizens of a superpower, they have special responsibilities for the lives not only of their fellow Americans, but for people all over the world who are affected by their decisions. We cannot hope for peace or political stability unless we educate our students to be better citizens—both of the United States and of the world.

Why do today's students graduate (or drop out of school) believing that

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Central to the purpose of the Governor's School is the building of community among the programs' participants. These experiences bring new skills and a new sensitivity to these students as they return to their larger communities around Washington state. Photo: Washington Governor's School

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they are powerless? Why are the social studies the least popular courses among students? And why is civics—the study of our own government—the least popular course of all in today's high schools? Part of the answer lies in the fragmentation created by artificial separations between the disciplines. We need to help students see the connections between pollution and politics, between philosophy and government, and between our personal lives and the political system under which we live. Civics needs to be much more than a presentation of the organizational chart of American government; it needs to be drawn from history, philosophy, economics, and current events to show each student that he or she is at the center of the future, not on its periphery.

We cannot hope for peace or political stability unless we educate our students to be better citizens—both of the U. S. and of the world.

Jill Severn and Gary Howard

The crisis in the American high school is a crisis of governance as well as curriculum. While the purpose of education in a democratic state is to produce active, participating, and informed citizens, the actual political structure of most high schools is custodial autocracy. Students read about democracy but they don't live it. What would happen if we actually offered students the experience of power in decision making regarding both governance and curriculum in their high school years? The resulting empowerment might have a significant impact on both motivation and achievement.

To make sense of the issues, students also need to be able to examine not "both sides" of an issue, but *all sides* of issues. The perspectives of others need to be examined not for the sake of disproving or invalidating them, but for the purpose of understanding that solutions to problems come from understanding and respecting others.

And students urgently need to be freed from the straightjacket of a Eurocentric curriculum which teaches that the European tradition is the standard by which all other cultures and civilizations are to be judged. Europe is no longer the locomotive of world history; its tenure in that role really only lasted for a few hundred years. Yet the traditional American curriculum leads students to believe that "world history" is a kind of augmented European history, in which the curriculum arrives in Africa, Asia, and Latin America on the ships of European explorers, and the history of those continents is significant only when it involves interaction with white-skinned Europeans.

Demographic changes in our schools will continue to have profound effects as we approach the 21st century. During the 1970's, for example, only one in 14 students in Washington State was a person of color. During the 1980's that number increased to one in seven, and by the mid-1990's, one in three students will be a person of color. Many school districts have responded proactively to this reality by revising curriculum, reexamining teaching practices, and providing cultural awareness staff development for their employees. Many more districts remain reactive, dismayed, or ignorant in relation to the powerful changes coming their way.

The relentless Eurocentrism found in Hirsch's analysis, and still present in much of our high school curriculum, profoundly alienates minority students. It says to them that their heritage is less important than that of European American students. It cannot be easy for minority students to be taught that their cultural roots are scarcely worthy of study; conversely, it cannot be easy for European-American students to truly learn to respect and value their minority classmates when the message of the curriculum is that the cultures those students come from are unimportant or inferior. The serious study and active consideration of diverse cultural and national perspectives, on the other hand, increase student motivation and nurture the essential skills for effective citizenship in a pluralistic democracy.

What we need to do is to tell students the truth about the world they are about to inherit. They should know that living in a country that is wealthy and predominantly white is, in today's world, an anomaly. They need to know that they have far more control over their own destiny—and the destiny of others—than young people in almost any other country in the world. This sense of power must be wisely taught during the high school years through guided practice and actual participation in a social reality that is more democratic and less custodial.

Sy Schwartz taught core classes in junior high and high school prior to joining the Western Washington University Education faculty in 1967. Today he teaches in the joint Western/Evergreen Teacher Education program in Olympia.

Courage Must Be Cultivated in Our Troubled Young People

by Sy Schwartz

Suicide is now the second leading cause of death among adolescents over 15. With the recent deaths in New Jersey and Illinois, the nation again confronted the fatal hopelessness that plagues many of the young. Educators, community workers, and parents, have been struggling to understand this despair. Some reasons have been ventured:

Included in the outdoor experiences at the Governor's School for Civic Leadership is a day at Fort Lewis's "Leader's Reaction Course," where participants must build teams to solve problems involving physical obstacles. Photo: Washington Governor's School

Nuclear dread—surveys reveal many students expect they will die in a nuclear holocaust.

Alcohol and other drug abuse—both a symptom and malady, it depresses and often defeats the human spirit.

The new facts of economic life—7 percent unemployment is now accepted as "structural"; today's young workers are the first generation deemed unlikely to surpass the earning power of their parents.

Alongside such perils, some would list alienation. Certain kids do not connect with adults. They have no one to talk to beyond the peer group. The wisdom of their elders is unavailable. Consequently, with their minds and psyches gripped by pessimism, they reach conclusions about the nature of living that lead to the death of hope.

In most communities, the schools have reacted to the threat of adolescent suicide. Many good programs are in place which attempt to identify students-at-risk and train peers and adults to be alert and responsive.

These programs represent an important answer to the problem. But, by themselves, they are not enough. Suicide is almost always the result of the failure of courage in the life of the victim. To stem the tide of the epidemic, we must make courage a curricular concern that pervades the life of the school from kindergarten through grade 12.

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There are many ways to do this. Each school staff must, first of all, be willing to engage in self-examination which attempts an understanding of how courage can be cultivated in the young and how, if at all, present practice counters this goal. In many schools, the control mentality is a chief culprit. We sometimes overteach obedience to such an extent that even some of our most successful students learn passivity too well. They find themselves in need of assertiveness training.

Education for courage invests the young with a sense of personal power—power to determine their own destiny to a significant degree. To create such a belief in a person, schooling must offer choices, responsibilities, consultation, opportunities for risking that challenge but do not threaten— opportunities to take stands and argue their merits publicly. All of this is possible in classroom and school. There are schools where daily practice reflects these values. Life in them is guided by an understanding of what it means that our educational system is set in a democracy. That is, that education is intended to create an informed and active citizenry, a citizenry with convictions and the courage to act on behalf of them.

A sense of personal power is a product, too, of being of use to someone. Students, like all of us, need to be needed. They can gain courage through helping each other, and helping with community projects. Many of the students most likely to seriously contemplate suicide harbor very low opinions of themselves. This is frequently because they see themselves as incapable of helping others—of no use to anyone. There are, of course, plenty of people whom they could help, but they need to be steered to them. Service to others has a place in the enlightened, encouraging curriculum.

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Sy Schwartz

Hope is a prerequisite for courage. How is hope engendered? In part, at least, by doing something about whatever it is that we find worrisome. The new curricula that teach for peace and global understanding offer opportunities for students to act in ways that can combat nuclear dread. Students Against Driving Drunk (SADD), peer counseling, and other such efforts also offer hope through action and thereby encourage those who participate. Action and service can enrich the lives of all our young charges.

The world of work is changing in ways that have discouraged some students. Somewhere along the way, finding work has become too dominant. Creating work—the idea of personal promotion and entrepreneurship—has waned.

These issues are tied to a sense of personal power and hope. The job market looms too large too early in the minds of some youth. We must help them put it in its proper proportions. And, we must help them see there is more than one way, i.e., a job, to make a living. If we can produce the kind of significant citizen we aspire to, we can also contribute to the growth of more people capable of employing themselves. The ideal of the self-made person needs welcoming back into our national psyche.

Finally, there is the challenge of providing connections with adults that allow access to what they've learned in the school of life. This is of particular importance because the youngsters we lose often seem to have been at the mercy of misconceptions about the very nature of growth and development; at the mercy too, of distorted thinking regarding feelings and goals. These are matters that require the healing counsel and example of respected elders.

So, parents, educators, all of us, must try hard to get next to young people who are cut off or in danger of becoming so. An ongoing conversation is required. One that allows youngsters to see that the pursuit of happiness can be overdone. Indeed, that life demands of us that we muster the courage to live productively in spite of unhappiness, in spite of tension between what we have and what we want; what we are, want to be, and ought to be.

(This article appeared on the Op-Ed Page of the *Seattle Post-Intelligencer*, March 31, 1987, and is included here with permission.)

Anne Stephens chairs the English Department at Lakeside School in Seattle. She also serves on the faculty of the Governor's School for Citizen Leadership, also featured in this issue of the NEWS.

A Single Teacher/Single Parent Analogy: The Students' Loss

by Anne Stephens

When I return to a regular teaching assignment after a term of team teaching, I feel like a single parent. I am challenged, but bereft. While there is a strong rush of energy as I face my class alone, there is a stronger feeling of loss. This sense of loss is complex. I have lost the comfort and stimulation of shared responsibilities, of being able to turn to another adult to discuss a student, review a strategy, or analyze a piece of literature. I have lost the richness of having my perspective expanded by the philosophy and pedagogy of another teacher. While I am most immediately aware of my own loss, I have come to understand that the greater loss in moving from team teaching to teaching alone is the student's loss.

I have been teaching Inquiry for five years. This senior elective course, which gives credits in both English and history, juxtaposes works of literature and philosophy to explore the question: what is the essence of human nature? The course pursues the question chronologically, beginning with Ecclesiastes and *Beowulf* and ending with Faulkner and the Existentialists. When I began teaching the course, I thought that the major arguments for team teaching were intellectual and academic. Putting two disciplines, two perspectives, two individual works, two lines of questioning together not only doubled the quantity of works read and the nature of questions asked, but, more importantly, set out the opportunity for students to learn autonomously by making connections and applications. They use Marx and Darwin to expand an understanding of *Madam Bovary*, they more fully understand Skinner, Bergson and Sartre by studying *The Sound and the Fury*.

In this last year, I have begun to realize other more important dimensions of team teaching, dimensions that are not intellectual and academic, but rather psychological, emotive, and even ethical. Following the analogy of teaching and parenting, I examined the emotive experience of the students in a team-taught class. When students are taught by two teachers, they see two adults giving and taking responsibility from each other. They see two adults who are willing to set aside individual ego gratification to trust another person in the commitment that the whole is greater than the sum of the parts. They see adults working out frustrating problems of scheduling and grading. They participate with adults in disagreements over ethical and philosophical questions: does the Grand Inquisitor "love" his people, where exactly is the unconscious? They see adults acknowledging that they don't know everything: the philosopher has a hard time with Wallace Stevens, the fiction reader struggles with Hegel. However, both are willing to learn.

"The medium," as Marshall McLuhan said, "is the message." How we teach is what we teach. In team teaching, no matter what the curriculum, the subject matter actually being taught is sharing, cooperating, collaborating. Team teaching can be extremely frustrating. As Roethke says about the parent-child relationship, "Such waltzing was not easy." Whenever I get discouraged, whenever I feel that I am losing my own educational identity, whenever I have that keen urge to "do it myself," I work hard to remember the long-range values of the experience for the student.

As teachers in the United States in the 1980's, we are facing more students than ever who have been raised in single-parent families. While we are ready to accept the reality of single-parent families, we still see the two-parent family as more creative, more supportive, more constructive because of the modeling of shared responsibility, the interaction of different principles and purposes, the diffusion of absolute authority, and the commitment to working through frustration together. If young adults are raised by single parents, where will they see the commitment to cooperate and share? In a time when the sense of community is threatened at home, in the town, and in the city, it is critical that schools recognize the inherent power of team teaching to model and teach the skills and attitudes that work to create community.

Some Model Collaborative Efforts in Washington State Involving High School Students and their Teachers

Leadership Education for Civic Participation: The Washington Governor's School

Governor's School graduate Sean Fox sits among the many donated items in the Toledo Food Bank. Photo: Roger Werth, Longview Daily News

High school junior Sean Fox wanted to help the hungry families in his home town, Toledo, Washington. A major corporation had closed a local factory there, and left hundreds unemployed. The benefits had run out. People were driving 40 miles to the nearest food bank.

For an intense four weeks in the summer of 1986, Sean and 99 fellow rising high school seniors attended the inaugural Summer Institute of the Washington Governor's School for Citizen Leadership. Challenged and empowered by that experience, he returned home, and spent much of his senior year setting up a local food bank in an old roller rink behind City Hall, and organizing local citizen volunteers to form a food bank council. Today the food bank serves hundreds of families in the Toledo area.

Sean Fox's work is one of many community efforts that received a tremendous boost from the Summer Institute of the Governor's School. Begun in 1985, The Governor's School is a non-partisan, privately initiated and funded experiment in civic participation and leadership education. Based at Seattle University, the School is the brainchild of two self-appointed "civic entrepreneurs," Steve Boyd and Jack Carlsen. It arose out of their concern that today's youth are not being sufficiently challenged to participate in social change and civic leadership. As Carlsen puts it, "Young people need to learn what many in our culture have ceased to model for them: that responsibility to one's community—a commitment to the common good—is just as necessary as individual material success."

"The Governor's School is a youth empowerment program based on the best practices of adult education," Steve Boyd explains. "Through constant personal assessment, interpersonal feedback, and a focus on the importance of ideas, we are discovering effective means to promote effectively critical thinking and problem-solving skills."

The Governor's School actually is a year-round program which now involves several interrelated programs:

1. The intensive, four-week **Summer Institute** is now offered each year to 100 outstanding "natural leaders" and "risk takers" who are rising high school seniors from across Washington State. The institute draws together a diverse faculty from colleges and universities (Seattle University, Eastern Washington University, University of Washington and Shoreline Community College), high schools (Seattle Public Schools and The Lakeside School), the corporate sector (IBM, Pacific Northwest Bell and US West), the military, and the arts. These "master teachers" weave together an innovative, integrative curriculum designed to build

Engaging Teachers in Academic Inquiry: The National Faculty's Summer Institute

"Teacher burnout is an insidious and deadly disease. Some days I wonder when I died, others I am startled alive again, and for too many in between I limp along in lock-step. . . I need a transfusion, new blood, life, new ideas!. . .Very like my students, I need to be excited again, revitalized, and informed."

This statement by Gay Barker, an English teacher from Mt. Vernon High School, described her reasons for wanting to attend the National Faculty's Summer Institute, "Thinking, Reading and Writing about Literature and Life." Other teachers expressed similar desires for renewal and intellectual growth.

The National Faculty/Northwest Region received funds from the Washington State Legislature to support three summer institutes (one in 1987 and two in 1988) to bring teachers from across the state together with outstanding college professors for intensive work in their academic fields. In July of 1987, 44 English and language arts teachers attended the first Institute at The Evergreen State College. For two weeks, they spent days and evenings in academic sessions led by English professors from six college campuses: Amherst, University of California-Santa Cruz, Evergreen, Washington State University, Whitman, and University of Washington. They read short stories and novels, and met in plenary sessions and small groups to discuss those works and how best to

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> **This has afforded me a time to get in touch with why I became a teacher in the first place.**
>
> Mary McHugh-Shuford
> *South Kitsap High School*

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thinking abilities, leadership skills and a commitment to community and community service. The institute themes aren't for the faint-hearted: The ecological health of Puget Sound; The Economic Health of the Pacific Rim; Racism in America; Obstacles to World Peace.

2. The **Community Leadership Projects** continue to create civic involvement through service projects where the skills learned during the Summer Institute can be applied and tested. Adult mentors participating in the Community Leadership Projects provide the expertise and resource referral necessary to successful leadership development.

3. This year, the Governor's School is expanding its scope to reach larger numbers of students and educators through their **Partnerships in Leadership Development** project. These will involve in-service seminars, taught by Governor's School faculty, for teams of teachers and administrators from regional school districts.

4. Also under way is an expanded Community Leadership Project "**At Risk**" Component, whereby several Summer Institute graduates are working as peer-mentors with "at risk" middle school students. "Using skills developed in the Summer Institute," states Boyd, "these senior high students hope to instill in middle school young people the sense of self-worth that comes with making a significant impact on problems in their immediate environment."

Fox, now a college freshman, recalls that "The Governor's School was an awakening for me, that I can do it. . . that each of us can make a difference."

That shift in perception, Boyd and Carlsen believe is what the Governor's School makes possible. "If democracy is to flourish," they say, "young people must understand its value. They need to commit themselves to 'habits of the heart,' the caring, giving, sharing and community involvement that de Toqueville argued were fundamental to America's experiment in self-governance."

■ **For more information contact:** Steve Boyd or Jack Carlsen, The Governors' School, 310 Campion Tower, Seattle University, Seattle, WA 98122. (206) 296-5630.

(Ed: The above article was adapted from a similar piece written by Stephen Boyd for *On the Beam*, newsletter of New Horizons for Learning, an organization promoting educational innovation and excellence in the Northwest. New Horizons for Learning can be contacted at 4649 Sunnyside North, Seattle, WA 98103.)

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teach them to high school students. The Institute faculty and the teachers worked together as colleagues, jointly participating in reading and writing assignments. Collaborating in units of six groups, the teachers created summary projects which were presented publicly on the final day of the Institute.

Written evaluations and verbal comments by the teachers confirm that the Institute succeeded in revitalizing them personally and professionally, and renewed their confidence in their own knowledge and ability to teach well. Gay Barker's statement shows that she found the "transfusion" she was seeking:

"It was suggested in the opening address that we, 'lay claim in new ways to something we already possess.' I have been enabled to do that as well as to gain ways of understanding I did not have when we began. The wide range of approaches both to reading and writing have provided many new and practical possibilities for me and for my students. . . . The opportunity to air one's own ideas and concerns and to enter into authentic dialogue with fellow teachers about something more important than the weather, schedules and petty slights was a life-giving experience. It renewed my faith in myself and my colleagues and our ability to instruct in the future."

At the conclusion of the National Faculty's first summer institute, participants and faculty donned crimson T-shirts and posed for this group portrait.

Other teachers' evaluations reflected the different ways they had been affected by the Institute:

"I will bring a broader knowledge of literature to the classroom and use it to trigger a wider variety of writing experiences, modeling after some institute writing. The use of small group reaction, the peer response, will figure largely in my teaching." Sharon Lee Heydet, Deer Park High School.

"I haven't written in a long time because I haven't 'had' to, but I love to write. The exercises were provocative, and provided me with the incentive to write my heart out. . .this is the best thing anyone has done for me since I became a teacher. I feel very good about my profession and myself and that, in itself, will make me a better teacher. It was a shot in the arm." David Lemar, Sequim High School.

"This has afforded me a time to get in touch with why I became a teacher in the first place. I seldom have the time to discuss literature or writing in a conceptual format. I leave here knowing I will be a more enthusiastic and creative teacher." Mary McHugh-Shuford, South Kitsap High School.

"The professors were knowledgeable, approachable and kind. We were treated like colleagues in an atmosphere of inspiration. We felt free to take risks and learn." Geraldine Martindale, Stadium High School, Tacoma.

The Institute faculty were similarly impressed with the ability and dedication of this diverse group of teachers who met the challenge of opening themselves to a new kind of intellectual experience.

"The Institute pulled together a dedicated, lively, bright, creative and generous-spirited group," observed Michael Cowan of the University of California-Santa Cruz. "They. . .

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developed a spirit of energetic comraderie that helped them deal effectively and creatively with both the enjoyable tasks and the more frustrating assignments."

At the Institute's close, Deborah Hatch of the University of Washington reflected, "As predicted, the participants came expecting two weeks of 'in-service' with the faculty as leaders and themselves as the passive audience. As a faculty we challenged these expectations from the first moment. . . Doing the writing assignments we designed for the participants and sharing our writing in the small groups was crucial for establishing us as colleagues and collaborators. . . I think their enthusiasm for us and for the Institute came in large part from the speed with which we as faculty replaced their initial expectations with the understanding that we were all colleagues working together."

Two more institutes are planned for the coming summer: one in math and science, and a second in history and social studies. Both will be aimed at middle and high school teachers and will be offered in the same format as the 1987 institute.

Meantime, National Faculty Northwest Office Director Rudy Martin and Assistant Director Karen Munro have been moving around the state (as well as Idaho and Oregon), talking with school teachers and administrators about establishing local or regional National Faculty projects. Like the summer institute, the local projects are built on the premise that exciting intellectual engagement between secondary teachers and college faculty can be an enduring catalyst for revitalizing and extending teachers' work in the classroom.

■ **For further information contact:** Rudy Martin or Karen Munro, The National Faculty/Northwest Office, The Evergreen State College, Olympia, WA 98505. (206) 866-6000.

the students are being exposed to real college work: they are challenged—really stretched at an appropriate level of difficulty for them.

Nancy Skerritt
Staff Development Coordinator—Auburn Schools

Summer College for High School Students: Green River Community College's Early Entry Program

Five years ago, under the auspices of a Northwest Area Foundation grant, educators from the Auburn Schools and Green River Community College came together to form a unique collaborative effort to offer a summer school-for-college-credit for highly capable high school students.

The resulting Early Entry Program is now gearing up for its sixth summer, with the partnership now extending to six school districts: Auburn, Enumclaw, Federal Way, Kent, Puyallup, and Tahoma. Three programs will be offered, each as a 10 or 15 credit package designed to integrate material and build a learning community of students and faculty. **General Studies** links courses in Western Philosophy, Sociology and Astronomy in a Federated Learning Community Model. The interdisciplinary **Images of Western Culture** examines that topic from the perspectives of Humanities, Natural Science and Social Science. And the **Theatre Arts Summer Repertory** combines professional acting, technical theatre and stage production.

As Green River's Dean of Academic Education Bruce Haulman describes it, the idea for the Early Entry Program emerged from intertwined concerns: the curricular fragmentation at both the high school and college levels, the gaps for both students and teachers between high school and college, the lack of rigorous and motivating academic experiences for highly capable high school students. "The concept of a high school-college cooperative early entry program addresses all these needs," Haulman comments, "and provides a unique addition to the secondary curriculum. With seed money from the Northwest Area Foundation and the inspiration of Kathy Weiks, Kathy Haugen and Nancy Skerritt from Auburn High, the Auburn schools and Green River Community College worked together to design a rich summer quarter curriculum."

The General Studies and Interdisciplinary offerings are designed for 30 students, and the Theatre Arts Program is geared for 60, with five to six instructors in each program drawn from both the community college and the participating high schools. The high school teachers codesign the program with the faculty members from Green River; then, during the program they may take on the roles of co-instructors in the program, Master Learners in the federated learning community, counselors, or tutors in reading, writing and study skills.

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Students rehearsing for "West Side Story" in Green River Community College's Summer Theatre Arts Program for High School Students. Photo: Green River Community College

Nancy Skerritt, staff development coordinator for the Auburn Schools, and one of the program's founders, is enthusiastic about the benefits of Early Entry. "The students are being exposed to real college work: they are challenged—really stretched at an appropriate level of difficulty for them. It provides excellent preparation for a college environment, and for many, it eases the transition to college. Also, this provides a chance to earn readily transferable general education credit during the summer. For the high school teachers, it provides a wonderful staff development opportunity and the building of satisfying collegial relationships with community college faculty. Those teaching experiences and that insight into a highly integrated college curriculum is bearing fruit back in our high schools. For all the faculty involved, the partnership effort is invigorating, as is the chance to work with highly motivated students."

The Early Entry Program is jointly financed by Green River and the participating school districts. Green River is able to provide all the usual costs of running a summer program, and the high schools contribute the resources to hire their own instructors to work with the program. For students, the costs of the program is the regular community college tuition.

■ **For further information contact:**
Bruce Haulman, Dean of Academic Education, Green River Community College, Auburn, WA 98002

A Regional Partnership Approach to Educational Renewal: The Puget Sound Educational Consortium

The newest and most ambitious collaborative effort involving colleges and high schools is the two-year old Puget Sound Educational Consortium based at the University of Washington. Joining with UW in this effort are thirteen school districts (Bellevue, Edmonds, Everett, Federal Way, Highline, Kent, Lake Washington, Northshore, Puyallup, Seattle, Shoreline, Snohomish and Tahoma), which comprises over 400 actual schools, and ultimately serves about 45% of the elementary and secondary students in the state of Washington.

The consortium developed out of "The Education Leadership Seminar," a more modest collaborative effort now in its fourth year. The seminar was established as a cutting-edge dialogue among the Puget Sound region's school and district leaders with outside experts, as a means of stimulating educational reform and renewal. However, the consortium also builds on an extensive history of similar school-university partnerships around the nation. Indeed, there is even a wider national network of these enterprises based at the University of Washington, The National Network for Educational Renewal, of which the Puget Sound Consortium is a member.

Each of the participating schools districts contributes funds to operate the consortium. A lean central staff at the University of Washington is headed by Ann Lieberman who came to the Consortium's Directorship from a similar position as Executive Director of the Metropolitan School Study Council, a collaboration between New York City area schools and Columbia's Teacher's College which has existed for 45 years.

Much of the tangible work of the consortium work is carried out voluntarily, by college faculty members, and by teachers and administrators in the participating districts. The first two years' effort has generated groundwork for lasting partnership efforts in these focus areas or strands:

Equity and Excellence: a systemwide effort to address both curricular and instructional issues that will meet the needs of our increasingly diverse student populations;
The Education Funding Project: an effort to provide information and technical assistance to participating districts in the area of school funding and educational policy-making;
The Education Development Center: a vehicle for testing strategies and models of improved instructional practices;
The Leadership Academy: an arena for on-going professional development for school principals;

The Teacher Leadership Strand: a parallel effort to provide leadership development opportunities for teachers;

The Educational Leadership Seminar: as mentioned above, this effort continues to provide the intellectual base for consortium interchanges. This year, the focus is on early childhood education.

Collaborative Projects: The Puget Sound Educational Consortium is acting as both an umbrella and a catalyst for several collaborative projects between University of Washington faculty and school district personnel. Projects currently under way involve action research on cooperative learning, mathematics education, research in grammar and reading, spontaneous story-telling as a vehicle for language instruction, English teaching, and many more.

Dick Clark, Bellevue Schools' Deputy Superintendent and a member of the Consortium's Coordinating Council, has high praise for the two-year old effort. "As a result of consortium work," he says, "we have high schools that have come to agreement on core curricula—a major accomplishment. At all grade levels, our teachers and schools are attacking the issue of tracking; some very productive and healthy debates are emerging. And, urbanizing trends in the Puget Sound region are making us face the problems associated with an increasingly diverse student body. The Puget Sound Educational Consortium is providing an exciting forum for working together on these issues."

- **For further information contact:** Ann Lieberman or Maggie Patterson, The Puget Sound Educational Consortium, DQ-12, University of Washington, Seattle WA 98195. (206) 543-7267.

New Members of the Washington Center

We are pleased to welcome the following institutions to the Washington Center consortium. The lead contact people on each campus are:

Everett Community College
Marjorie Nielsen, *Dean of Instruction*
Gary London, *Faculty Member in political science*

Seattle Pacific University
Thomas Trzyna, *Dean of the School of Humanities*
Frank Leddusire, *Professor of Russian and linguistics*

Coming in the Spring Issue: *A Focus on the Freshman Year*

- **The Freshman Year:** Model Programs
- **Who are our students?**
- **First Timers Comment on Collaborative Teaching & Learning**

Upcoming Conferences

One-day Conferences on

Writing and Thinking Across the Disciplines

Eastern Washington:
Friday March 4, 1988
Higher Education Center
in Spokane

Western Washington
Thursday, May 18-19
in Seattle

Third Annual Spring Planning Retreat for campus teams working on curricular issues

Friday and Saturday, May 6-7
Camp Don Bosco
Carnation, Washington

Write or call the Washington Center for information: 206-866-6000 or SCAN 727-6606.

Mailing List

The Washington Center is continuing to build its mailing list. If you know of additional people who should receive our publications, please call us, or return this form.

Name ____

Address ______________________________________

____

Send to The Washington Center, L 2211, The Evergreen State College, Olympia, WA 98505, or call (206) 866-6000, ext. 6606.

Washington Center Planning Committee

Bellevue Community College:
Edmund Dolan and Pat Williams

North Seattle Community College:
Lucille Charnley and Rita Phipps

Seattle Central Community College:
Ron Hamberg, Rosetta Hunter, and Valerie Bystrom

Spokane Falls Community College:
Ron Johns and Steven Reames

Tacoma Community College:
Frank Garratt and Paul Jacobsen

The Evergreen State College:
Rudy Martin

The University of Washington:
Fred Campbell and Jody Nyquist

Western Washington University:
Peter Elich, John Miles and William Stoever

Washington Center Staff

Barbara Leigh Smith, Director
Jean MacGregor, Assistant Director
Laura O'Brady, Program Assistant

The Washington Center for Improving the Quality of Undergraduate Education

- was established in 1985 at The Evergreen State College as an inter-institutional consortium devoted to improving undergraduate education. The Center focuses on low-cost, high-yield approaches to educational reform, with a special emphasis on better utilization and sharing of existing resources through inter-institutional collaboration. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington state legislature.
- supports and coordinates inter-institutional faculty exchanges, the development of interdisciplinary "learning community" programs, conferences and seminars on effective approaches to teaching and learning, and technical assistance on topics related to improving teaching and learning.

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SPRING 1988

VOLUME TWO NUMBER THREE

Director's Letter

The Freshman Year in Washington State: Trends in General Education

> **Freshmen constitute the most neglected minority and the largest wasted resource in American higher education.**

Barbara Leigh Smith
Director

Colleges across the country are re-examining their approaches to the Freshman Year and general education. This is also true of the colleges and universities in Washington. While all the national trends and themes are present in our colleges and universities, there are also some efforts unique to Washington state.

I see at least five trends emerging in general education reform in Washington. First, there is clearly a move towards greater focus in the curriculum. Many of our institutions are trying to define with more specificity the purpose of general education. There is a search for strategies for achieving greater vertical and horizontal coherence. As one of my colleagues put it, "The existing approaches often lack a larger rationale; they merely divide up the territory."

Although the general education course distribution system is still very much alive, it's being re-examined in many of our institutions. There is considerable support for a vertical and integrative view that sees the general education experience spread across all four years and designed to complement the major. It is significant that schools like the University of Washington, which rely primarily upon the distribution system and set the tone for the community colleges, are exploring more integrative approaches.

A second trend involves a rethinking of the structural factors that affect general education. These include not only traditional dimensions such as class size, the departmental nature of our institutions, and the reward system for faculty, but also the division of our curriculum into discrete courses. A great variety of alternatives are being explored, such as linked courses, clustered courses, coordinated study programs and others. Many of the major universities are re-examining large lecture classes with an eye to reducing class size, to provide freshmen with a more interactive learning environment. The training of teaching assistants is being upgraded.

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Participating Institutions: Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Eastern Washington University, Edmonds Community College, Everett Community College, Gonzaga University, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Pierce College, Saint Martins's College, Seattle Central Community College, Seattle Pacific University, Seattle University, Shoreline Community College, Skagit Valley College, South Seattle Community College, South Puget Sound Community College, Spokane Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Walla Walla Community College, Washington State University, Wenatchee Valley College, Western Washington University, Whatcom Community College, Yakima Valley Community College.

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Undertaking a variety of efforts to reconfigure traditional courses horizontally into larger instructional packages, Washington community colleges are leading the nation. More than a dozen of our community colleges are involved with the creation of "learning community" model programs. Many of these re-structuring efforts build directly upon what is known about effective educational practice, with explicit attention given to active student involvement, time on task, frequent feedback, collaboration and high expectations.

A third trend in Washington focuses on developing new approaches to foster students' analytical, oral and written communication skills. There is increasing recognition that writing and thinking skills are crucially related, can best be taught in context, and need to be regularly practiced. Washington has been a leader in writing across the curriculum programs; it was the site for the Pacific Northwest Writing Consortium, one of the largest National Endowment for the Humanities writing across the curriculum projects. The University of Washington, The University of Puget Sound, Pacific Lutheran University, Evergreen, Lewis and Clark, and The University of Oregon participated in this effort.

A fourth trend in many institutions involves more holistic approaches toward general education and the freshman year. These typically involve broader concepts about the relationship between the academic curriculum and student services. Often beginning as retention strategies, many of these projects have developed sophisticated means to integrate curricular and co-curricular activities, advising, new student orientation and other support services. Some of our colleges have experienced dramatically improved retention rates over the past five years, an improvement they directly attribute to holistic approaches to the freshman year.

Finally, I should note that the overall process of educational reform in Washington often involves substantial faculty dialogue and sophisticated and well-thought-out faculty development strategies. It's heartening to see undergraduate education being given more status and administrative presence, and special efforts being made to involve the best of the senior faculty in general education.

A number of observers have commented that freshmen constitute the most neglected minority and the largest wasted resource in American higher education. The drop-out rate in too many institutions is appalling. New efforts to build a more coherent approach to general education in Washington state, represent an important beginning.

Barbara Leigh Smith
Director

Spring Quarter Learning Community Programs at Participating Institutions

Bellevue Community College is offering "R/EVOLUTION: Darwin, Marx and the Modern Imagination," a coordinated studies program, with faculty members David Jurji (anthropology), Jerrie Kennedy (English), and Mike Righi (economics).

Bellevue faculty member Pat Alley (formerly Williams) is exchanging this quarter to Evergreen to teach in the "Decisions" program with Duke Kuehn, Terry Hubbard, David Paulsen, and Will Humphreys.

Centralia College continues its "learning community blocks" (a modified federated learning community model) this spring with "A Life Worth Living." Don Foran (English and philosophy), Lynette Rushton (biology) and Sue Hendrickson (English) are collaborating on this human biology and bio-ethics offering. Through seed grant support from the Washington Center, faculty members at Centralia have been planning a full year's offerings of learning community programs for 1988-89.

Edmonds Community College has launched its first coordinated studies program, "Love in the Western World," with Edmonds English faculty Pat Nerison and Margaret Scarborough. Larry Hall (psychology) who is an exchange faculty member from North Seattle Community College joins the Edmonds team.

Green River Community College will finish its first year of coordinated studies programs with a science-based one, "Technology, Culture and the Environment: The American Experience." Associate Dean of Instruction Bruce Haulman (sociology), Crisca Bierwort (anthropology) and Richard Garrick (environmental science) have assembled this examina-

Students sharing writing in Bellevue Community College's winter quarter coordinated studies program, "The New Hero." Photo: Karen Smaalders, Bellevue Community College.

tion of the impact of technology on American culture and environment.

Lower Columbia College will complete its first year of "Integrative Studies," with the coordinated study offering, "Dilemmas in Professional Life." Jerry Zimmerman (law), Harvey Mashinter (philosophy) and Julie Preston (English) are leading an examination of the five main professions—medicine, law, business, the ministry and education—and the ethical and legal dilemmas that arise from those professions.

North Seattle Community College is offering the coordinated study, "Self, Culture and Nature Interlocked!" integrating science, art and visual thinking, English composition and creative writing. The North Seattle faculty team is David Calomeni (biology and ecology), David Harris (art) and Rita Phipps (English and educational psychology).

Seattle Central Community College is offering a host of coordinated studies programs again this spring. "Patterns and Paradigms" will be an 18-credit offering taught by David Dawson (English), Astrida Onat (archaeology), Bobby Righi (mathematics) and exchange faculty member Lovern King (applied social theory) from Evergreen.

"Patterns of Culture and Dynamics of Change," will be a 10 credit offering co-taught by Sandra Hastings (English) and Jim Baenen (anthropology). In the business area, Liz MacLennan (Business), Steve Soderland (economics) and Wendy Rader-Konofalski (English) will be team-teaching for the second consecutive quarter in the coordinated study, "Economics, Power and Communication."

Another 10-credit coordinated study, "Democracy in America," will link American History and English; this one has been developed by historian Dick Keller and English faculty member Sandra Schrader.

Finally, the Basic Studies Program is offering a 15-credit coordinated study, "Cross-Cultural Perspectives in American History," team-taught by faculty members Rochelle Dela Cruz (English as a Second Language), Tracy Lai (history) and Caryn Kline (basic studies).

Spokane Falls Community College, with support from the Washington Center Seed Grants Program, is offering its first coordinated study this spring. Fran Brewer (English), Tom McLuen (philosophy) and Steve Reames (English) are team-teaching "The American Character." Spokane faculty members Ed Reynolds (English) and Diane DeFelice (biology) are acting as part-time kibitzers in the program; they will be part of next year's teaching teams.

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The Tacoma Community College–Evergreen BRIDGE program continues into its third quarter with Evergreen faculty member Joye Hardiman and TCC faculty member Caro Church. The third quarter of this year-long evening program geared to adult learners will focus on ancient ethos and contemporary realities of north Africa, South Africa, China, India and Japan, and at the end will involve students in designing local community action/education projects.

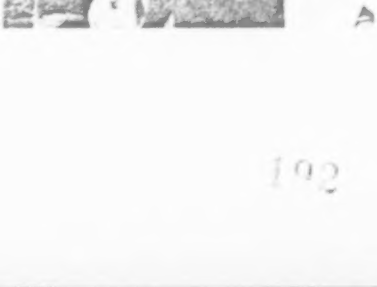
Western Washington University's Fairhaven College continues its collaborative work with **Whatcom Community College**. Whatcom faculty member Alan Richardson and Fairhaven's Michael Burnett are team-teaching the Fairhaven "Cross-Cultural Perspectives" course both to Fairhaven and Whatcom students this spring.

Yakima Valley Community College is offering two learning community programs this spring. Judy Moore (biology), Tom Pear (English) and Inga Wiehl (English) are repeating last fall's well-received "Disease as Metaphor and Reality," a triad of courses in biology, English composition and comparative literature which interweaves concepts and issues related to the major diseases of recent times: plague, tuberculosis, cancer and AIDS.

A second coordinated study, involving critical thinking, has been developed by Dennis Konshak (English), Eric Mould (biology) and Dee Tadlock (humanities), with Washington Center seed grant support. Entitled "The Nature of the Beast," it will examine several perspectives on the nature of humankind.

Tacoma Community College exchange professor Yun Yi Ho and Gordon Beck discuss their Evergreen coordinated studies program, which contrasts eastern and western civilizations.

The learning community approach has now spread to Hawaii, with **Hawaii Community College** at Hilo initiating a semester-long coordinated studies. Betsy Diffendal, **Evergreen** faculty member in Anthropology is teaming with Hawaii faculty Ed Kanahale (Hawaiian studies) and Trina Nahm-Miho (psychology) to offer "Ho'oulumau...to grow continually," an exploration of Hawaiian history and culture.



Evergreen exchange faculty member Betsy Diffendal (center) with her University of Hawaii-Hilo Community College team, Ed Kanahele, and Trina Nahm-Miho.

Diffendal reports that the learning community approach is gaining significant interest at other community colleges in the Hawaii community college system. In January, a panel of Hawaii Community College faculty and Diffendal made a presentation at an Excellence in Teaching conference in Honolulu. To date, three other community colleges have arranged for Diffendal to meet with their faculty and help them think about ways that learning communities might benefit their curriculum. Diffendal sees this as a very cost-effective process for introducing learning communities to the Hawaii community college system. Several Hawaii Community College faculty will also be coming to the Washington Center's spring planning retreat to kibitz on the learning community planning efforts in Washington state. Betsy's exchange partner, Jan Kido, will be coming to the retreat to help plan her two quarters in Washington next year.

Washington Center Announces Seed Grant Awards

The Center is continuing its Seed Grants program to fund small ($500 to $3000) projects for collaborative, boundary-crossing work to build and improve curricular coherence and to improve teaching effectiveness at the undergraduate level. Awards were made during Winter quarter to:

Antioch University for the development of a program of advanced undergraduate study for inmates at the Monroe State Reformatory, to complement course work offered by Edmonds Community College. (Sally Fox, project director).

The University of Washington School of Nursing for a joint working conference with the nursing faculty at community colleges in the Puget Sound area. The conference focused on competencies (and their curricular implications) for both the associate and bachelor degree programs. (Anne Loustau, project director). The conference drew 90 participants representing every nursing program in the state as well as some out-of-state observers.

New Washington Center Members

We are pleased to welcome Gonzaga University and Walla Walla Community College to the Washington Center consortium. The contact people are:

Gonzaga University
Father Peter Ely, *Academic Vice President*
Spokane Community College
Tony Embrey, *Assistant Dean*, Liberal Arts Division
Walla Walla Community College
Joseph Rich, *Dean of Instruction*

Conferences of Interest

National Conference on Student Centered Learning
May 25-27
Western Washington University
Featuring Arthur Chickering and Lee Knefelkamp
For further information, contact:
Linda Reisser, Western Washington University: 206-676-3427

AAHE Third National Conference on Assessment
June 8-11
Chicago, Illinois
For further information, contact:
The AAHE Assessment Forum AAHE, Washington, DC: 202-293-6440.

Critical Thinking and Educational Reform
August 7-10
Sonoma State University
For further information, contact:
Richard Paul, Sonoma State University: 707-664-2940.

Association for General and Liberal Studies
October 13-15
Wilkes College, Wilkes-Barre, Pennsylvania
For further information, contact:
Michael O'Neill, Wilkes College: 717-824-4651, extension 415.

POD Conference (Professional and Organizational Development Network)
October 13-16,
Keystone Colorado
For further information, contact:
Laura Border, University Learning Center, University of Colorado, Boulder, Colorado: 303-492-5474

Winter Presentations and Seminars

Uri Treisman, award-winning mathematician from the University of California, came to Olympia February 19 to speak on his outstanding efforts in teaching college math to minority students at Berkeley. Treisman's presentation at Evergreen was attended by about 40 faculty and administrators from various Washington Center institutions, including Olympic College, South Puget Sound, Seattle Central, North Seattle, Shoreline, Bellevue and Tacoma Community Colleges, University of Washington, Seattle University, Western Washington University, as well as representatives from the Higher Education Coordinating Board and the Superintendent of Public Instruction's Office. Treisman described his work at Berkeley, which involved scrutinizing the ways students study math as well as re-examining the way mathematics is taught. New, collaborative approaches to teaching calculus at Berkeley have dramatically improved the success rate of black and Hispanic students at UC. Treisman's program has been widely emulated in a variety of different settings.

■ **For further information on this project contact the Washington Center.**

The Washington Center held its first major conference in eastern Washington March 4, at Eastern Washington University's Higher Education Center in downtown Spokane. Entitled **"Writing and Thinking Across the Disciplines,"** the conference drew a sell-out audience from throughout eastern Washington, Montana, and Idaho, with several individuals representing colleges from Wyoming and Oregon. Presenters included Jerry Cederblom (University of Nebraska-Omaha), Georgine Loacker (Alverno College), John Bean (Seattle University), Deborah Hatch (University of Washington), Tom Malloy (University of Utah) and Craig Nelson (Indiana University).

Participants at the "Writing and Thinking" conference participate in a debate demonstrating how controversy can be used constructively to enhance student thinking abilities. Photo: John McCollum, Spokane Falls Community College.

The Washington Center sent the largest "campus team" (31) in the country to the annual meeting of the **American Association for Higher Education** in Washington D.C. March 8-12. New to AAHE were Joye Hardiman (Evergreen), Steve Reames (Spokane Falls Community College), Alexander Maxwell (Shoreline), Jerrie Kennedy (Bellevue), Carolyn Dobbs (Evergreen), Bob Filson (Green River) and Eric Mould (Yakima Valley).

David McCracken, Don Wulff, and Jody Nyquist (all of The University of Washington), Barbara Leigh Smith (Evergreen), Roberta Matthews (LaGuardia Community College), John Howarth (University of Maryland), Dick Zelley and Cindy Avens (Daytona Beach Community College) presented a workshop at AAHE on the various types of

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Jerry Cederblom, University of Nebraska-Omaha, presenting the keynote address at the Spokane"Writing and Thinking Across the Disciplines" conference. Photo: John McCollum, Spokane Falls Community College.

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Learning Community Model Programs. Barbara Smith and Ron Hamberg (Seattle Central Community College) participated in the AERA (American Education Research Association) sessions which generated research questions around the major conference themes. There was certainly no shortage of panels on collaborative learning at AAHE this year!

A gathering was also held at AAHE for Washington Center folks and others interested in **collaborative learning**. This included those associated with Project CUE—Collaborative Undergraduate Education—Karen Romer of Brown University is the CUE contact; the newly established (FIPSE-funded) Collaborative Learning Project at Lesley College in Cambridge Massachusetts, (contact: Anita Landa); leadership in POD—the Professional and Organizational Development Network—Joanne Kurfiss, University of Delaware is the contact, and others.

Rosetta Hunter and Rochelle Dela Cruz of Seattle Central Community College made a presentation on their allied health coordinated studies programs at the Student Success Strategies Conference in Portland. They focused on "Linking Coordinated Studies and the Under-Prepared Adult with Vocational Pathways." Hunter, the Humanities and Social Science Division Chair at Seattle Central, was recently awarded the **Horace Mann Leadership Award** by Antioch University, for her exemplary work in developing coordinated studies programs.

In early March, Center Assistant Director Jean MacGregor traveled to Lewis Clark State College in Lewiston, Idaho, to lead faculty workshops on learning community designs.

The Washington Center Planning Committee, during their annual planning retreat, at Alderbrook.

The newest members of the Washington Center Planning Committee (from left): Fred Campbell (Dean of Undergraduate Studies, University of Washington), Rudy Martin (Faculty member in humanities, The Evergreen State College, and Director of the northwest office of the National Faculty), and Carl Swenson, (faculty member in mathematics, Seattle University).

Carl Waluconis, faculty member in English, Seattle Central Community College. Photo: Lucy Hart, Seattle Central.

First Timers' Perspectives on Collaborative Teaching

by Carl Waluconis, Seattle Central Community College

> **His faculty team in their early meetings were like "the natives who set up camp."**
>
> David Jurji
> *Bellevue Community College*

A growing number of experienced college faculty have recently become first-time collaborative teachers. Many joined their teams with a sense of anxiety and even self-doubt. After all, their individual territory, which had been solely their own for so long, was about to be invaded. These apprehensions frequently gave way, however, to many discoveries, and happy surprises.

Marilyn Smith, an English instructor at North Seattle reflected on a time of extreme nervousness about changes she thought she might have to make in her expectations and attitudes. When the program began, the doubt changed to delight, at the "wonderful opportunities collaborative teaching provided."

These "opportunities" varied, naturally, with different faculty. Joe Green, at Lower Columbia College, talked about the experience of being closer to his studies and closer to the students because of "the reinforcement provided by team teaching." If something was not working in the classroom, he and his partner on the team, Carl Rousch, would immediately meet to discuss possible solutions to the problem. He spoke of ten-minute walks during breaks where teaching ideas would germinate—ideas which could be immediately

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applied. One of the results was that they replaced a lecture format, which was not working, with a series of seminars. The program, he said, gave him "all the positive aspects of continual peer evaluation throughout the quarter."

Carl Rousch, a biologist, and Green's partner, called it a joy to be able to view things and "try things differently in the classroom from the perspective of the humanities." Their program field trip to Cedar Grove at the end of the quarter was a high point in the "communality of purpose" which the program achieved. Carl was struck by the discovery that his teaching colleague, the students and he were all looking for answers to the same questions, and remarked how humbling and enlightening it was to see this. Rousch and Green agreed that the exploration of each other's disciplines was a demanding and intense activity, but that is was the most satisfying aspect of their quarter together.

All faculty new to collaborative teaching were in agreement about the rigorous challenges. Marilyn Smith emphasized the importance of both planning and flexibility. Instructors were called on to give up some activities which they formerly considered indispensable, leaving their syllabi at the door, as it were. The trade was that students in the program were learning skills in ways that no other class could offer.

Some instructors reported they had to be much more flexible with their time. With impromptu faculty work sessions, and eager students, they could never count on leaving school at the same hour every afternoon. Ralph Duffy, from North Seattle, pointed to the time-gobbling activity of making team decisions on everything from giving and grading exams to setting agreed-upon expectations of student behavior in class.

> **He spoke of ten-minute walks during breaks where teaching ideas would germinate—ideas which could be immediately applied.**
>
> Joe Green
> *Lower Columbia College*

Evergreen faculty member Leo Daugherty, teaching in a team at Seattle Central Community College, explained that faculty new to team-teaching (including himself) "generally tend to worry too much." But Leo was delighted with the quality of the team he taught with (Nancy Finley, Jan Ray, and Dick Keller) in his exchange last fall, and was impressed with his colleagues' conscientiousness about developing together as a team, "something not everyone is willing to commit to." Also, his expectations were exceeded by the "spectacular administrative and staff support given to new collaborative programs" at Seattle Central.

David Jurji at Bellevue Community College looked at his team-teaching experience from another perspective. He saw the team as a "model for shared authority," which immediately creates a living, shared discourse with the students. David, an anthropologist, described with excitement the way his faculty team in their early meetings were like "the natives who set up camp."

And if set up successfully, the experience of running the camp can be synergistic. Marilyn S[illegible]h is convinced her program could never have been completed by any one faculty member on their own: "statistically, it was so much more than 1 + 1 + 1."

Exchange faculty to Evergreen this year include English faculty members Fran Brewer (left) from Spokane Falls Community College and Betsy Hilbert from Miami-Dade Community College.

The faculty team provided for her, "a fantastic range of ideas on which to draw, a natural result of involvement with the same colleagues for fifteen contact hours and more every week." Marilyn was especially impressed with her team member Larry Hall's ability to weave threads from her previous lectures into his. Ralph Duffy, the third member of that team, recalled the fun—both for faculty and students—of the developing back-and-forth banter that developed between the faculty over the quarter.

At Yakima Valley, Inga Wiehl's overwhelming impression was feeling that she and her teaching team members were becoming more excited and articulate about their subject matter, and more intellectually engaged with one another than they had been in years.

Each of the teams with whom I've spoken seem to find their own ways of transforming initial anxiety and doubt into an intellectually rich and highly affirming experience. As is often the case, dedication, rigor and the willingness to risk must partially make up for the lack of experience in this work. But the result is that collaborative teaching adds to the classroom a new territory, a fresh dimension, the exploration of which becomes a tantalizing activity.

Coming in the Fall Issue:

- **Our 1988-89 Workshop Schedule**
- **Reports on the Washington Center Seed Grant Projects**

Washington Center Staff

Barbara Leigh Smith, Director
Jean MacGregor, Assistant Director
Laura O'Brady, Program Assistant

Mailing List

Please return this form if you or additional people you know of should receive our publications:

Name ____

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____

Send to The Washington Center, L 2211, The Evergreen State College, Olympia, WA 98505, or call (206) 866-6000.

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Seattle University:
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Spokane Falls Community College:
Ron Johns and Steven Reames

Tacoma Community College:
Frank Garratt and Paul Jacobsen

The Evergreen State College:
Rudy Martin

The University of Washington:
Fred Campbell and Jody Nyquist

Western Washington University:
Peter Elich, John Miles and William Stoever

The Washington Center for Improving the Quality of Undergraduate Education

- established in 1985 at Evergreen as an inter-institutional consortium devoted to improving undergraduate education. The Center focuses on low-cost, high-yield approaches to educational reform, emphasizing better utilization and sharing of existing resources through inter-institutional collaboration. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington state legislature.
- includes 36 participating institutions: all the public four-year institutions, 23 community colleges, and seven independent colleges.
- supports and coordinates inter-institutional faculty exchanges, the development of interdisciplinary "learning community" programs, conferences, seminars and technical assistance on effective approaches to teaching and learning.

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WASHINGTON CENTER
FACT SHEET

Washington Center
for Improving the Quality of
Undergraduate Education

Fact Sheet

THE CENTER'S PURPOSE

The Washington Center was established in 1985 at The Evergreen State College as an inter-institutional consortium devoted to improving undergraduate education. The Center focuses on low-cost, high-yield approaches to educational reform, **with a special emphasis on better utilization and sharing of existing resources through inter-institutional collaboration.**

INSTITUTIONS AFFILIATED WITH THE WASHINGTON CENTER

There are currently 36 institutions affiliated with the Washington Center. These include two- and four-year institutions and both public and private colleges. The following institutions are members of the Washington Center:

Washington State University and the University of Washington, The Evergreen State College, Western Washington State University, Central Washington University, Eastern Washington University, Pacific Lutheran University, Seattle University, Seattle Pacific University, Saint Martin's College, The University of Puget Sound, Gonzaga University and Antioch University-Seattle. Twenty-three community colleges are members including Bellevue, Centralia, Edmonds, Everett, Green River, Highline, Lower Columbia, Clark, North Seattle, Olympic, Pierce, Seattle Central, South Seattle, Shoreline, Skagit, Spokane, Spokane Falls, South Puget Sound, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley.

MAJOR ACTIVITIES OF THE WASHINGTON CENTER

The Washington Center's central activities are inter-institutional faculty exchanges, the development of interdisciplinary model curricula, conferences and seminars on effective approaches to teaching and learning, and technical assistance on topics related to effectiveness in undergraduate education. The Washington Center publishes a newsletter three times a year.

THE FACULTY EXCHANGE PROGRAM

As of June, 1988, more than 150 faculty members have been involved in quarter or year-long team teaching experiences with exchange faculty. Most exchanging faculty members teach in one of the model programs. Fifteen schools have been involved with inter-institutional faculty exchanges, including the University of Washington, Western Washington University, The Evergreen State College, Seattle University, University of Puget Sound, and these community colleges: Edmonds, Lower Columbia, Seattle Central, North Seattle, Bellevue, Tacoma, Centralia, South Puget Sound, Spokane Falls, and Shoreline.

MODEL PROGRAMS IN OPERATION

There are model interdisciplinary learning community programs in operation or in the planning stages at more than fifteen schools, including Eastern and Western Washington Universities, the University of Washington, The Evergreen State College, and North Seattle, Bellevue, Edmonds, Everett, Green River, Seattle Central, Shoreline, Tacoma College, Centralia, Lower Columbia, Spokane Falls, Whatcom and Yakima Community Colleges. Others are being planned. Current programs associated with Washington Center activities involve more than 2000 students each year.

WASHINGTON CENTER SEMINARS

The Washington Center has sponsored workshops and seminars on active approaches to learning, learning communities as a means of improving undergraduate education, writing across the curriculum, using assessment and evaluation to improve the learning process, and on William Perry's work on intellectual development in college students.

FUNDING FOR THE WASHINGTON CENTER

Since its founding in 1985 until July 1987, the Washington Center has been funded entirely by private foundations. Funds from the Exxon Education Foundation in 1985-86 focused on faculty development and the creation of learning community model programs. A grant from the Ford Foundation currently is directed towards curricular coherence, faculty development, and the creation of closer partnerships between two- and four-year institutions. The Matsushita Foundation has granted the Center funds for the development of ties between colleges in the consortium and high school teachers. Finally, the Center has received its most recent funding from the Burlington Northern Foundation for faculty exchanges. All grants are designed to involve participating institutions and to pass through funds to them; in this manner, the Center has successfully leveraged both private and public funds against redeployed institutional resources at a 1:6 ratio.

In December, 1986, Governor Booth Gardner recommended funding the Washington Center as part of his program to improve the state's educational system. A $400,000 biennial budget request to the 1987 Washington Legislature was successful. Even with state funding, the Center expects to continue to leverage resources and raise substantial private funds to support an expanding set of activities.

FOR MORE INFORMATION ABOUT THE WASHINGTON CENTER

Call or write Barbara Leigh Smith, Director, or Jean MacGregor, Assistant Director, of the Washington Center for the Improvement of Undergraduate Education, The Evergreen State College, Olympia, WA 98505. Phone 206-866-6000, extension 6606.

SUMMARY
OF
FACULTY
EXCHANGES

FALL 1986 - SPRING 1989

Faculty Exchanges
1986-87

Western Washington University

Helen Darrow (Elementary Education)
to TESC - Teacher Education Program
F,W,S 1986-87

Sy Schwartz (Secondary Education)
to TESC - Teacher Education Program
F,W,S 1986-87

Seattle Central Community College

Bobbi Righi (Math)
to TESC - Human Development
F 1986-87

Jan Ray (Math)
to TESC - Human Development
W 1986-87

Nancy Finlay (Psychology)
to TESC - Human Development
S 1986-87

North Seattle Community College

Larry Hall (Psychology)
to TESC - Stories: Origins and Meanings
F,W,S 1986-87

Seattle University

Carl Swenson (Computer Science and Math)
to TESC - Society and the Computer
F,W,S 1986-87

University of Washington

Andrew Buchman (Music)
to TESC - *Art, Music and Literature: New Beginnings*
F,W,S 1986-87

Bellevue Community College

Julianne Seeman (English)
to North Seattle Community College - *Gods, Heroes and Humans: an Introduction to Western Tradition*
Fall 1986

TESC

Mark Levensky (Philosophy)
to Seattle University - Matteo Ricci College
Fall 1986

Marilyn Frasca (Visual Arts)
to Seattle Central Community College - *Power and the Person: Looking at the Renaissance*
Fall 1986

York Wong (Political Economy)
to Seattle Central Community College - *Challenging the Past: Science Shakes the Foundations*
Winter 1987

Gail Tremblay (Creative Writing-Arts-Native American Studies)
to Seattle Central Community College - *America's Ethnic Heritage: The Impact of Immigration on the West Coast*
Spring 1987

Elizabeth Diffendal (Anthropology)
to TCC-Evergreen Bridge Program - *Connections: Personality, Expression and Culture*
F,W,S 1986-87

Lyn de Danaan (Anthropology)
to Western New Mexico State University
Fall, Winter, Spring 1985-86

Tacoma Community College

Jerry Schulenbarger (Psychology)
to TCC-Evergreen Bridge Program - Connections: Personality, Expression and Culture (with Betsy Diffendal - TESC)
Fall 1986

Frank Dippolito (Art)
to TCC-Evergreen Bridge Program - Connections: Personality Expression and Culture (with Betsy Diffendal - TESC)
Winter 1987

Bob Thayden (English and Critical Reasoning)
to TCC-Evergreen Bridge Program - Connections: Personality, Expression and Culture (with Betsy Diffendal - TESC)
Spring 1987

Centralia Community College

Phil Wickstrom (Theatre)
to TESC - Theatre of the Absurd (with Doranne Crable - TESC)
Spring 1987

Western New Mexico State University

Bruce Hayward
to TESC
Fall, Winter, Spring 1985-86

Faculty Exchanges
1987-88

Fall 1987

Seattle Central Community College

Valerie Bystrom (English)
to TESC - Politics, Values and Social Change (with Beryl Crowe and Sandie Nisbet)
Fall, Winter, Spring 1987-88

TESC

Leo Daugherty (Literature and Linguistics)
to Seattle Central Community College
Fall 1987

Will Humphreys (Philosophy and Math)
to Seattle University - Matteo Ricci College and in School of Science and Engineering
Fall 1987

Mark Levensky (Philosophy)
to Bellevue Community College - Beginnings of Earth and Earthlings from a Geological and Mythological Perspective
Fall 1987

Lovern King (Education)
to Seattle Central Community College
Spring 1988

North Seattle Community College

Jim Harnish (History)
to TESC - Russia - USSR (with Andrew Hanfman - TESC)
F,W,S 1987

Winter 1988

Spokane Falls Community College

Fran Brewer (English and Communications)
to TESC - *Frames of Mind* (with Kirk Thompson, Andrew Buchman,
Linda Kahan, Susan Fiksdal)
Winter 1988

Edmonds Community College

Joe Hollinsworth (Philosophy and Anthropology)
to North Seattle Community College
Winter 1988

Spring 1988

North Seattle Community College

Larry Hall (Psychology)
to Edmonds Community College
Spring 1988

Bellevue Community College

Pat Alley (American Studies)
to TESC, Decisions (with David Paulsen, Duke Kuehn, Terry Hubbard, Will Humphreys)
Spring 1988

TESC

Lovern King (Communications)
to Seattle Central Community College
Spring 1988

Elizabeth Diffendal (Anthropology)
to University of Hawaii-Hilo -- Hawaii Community College
Spring 1988

Faculty Exchanges
1988-89

University of Hawaii-Hilo

Jan Kido
to North Seattle Community College
Winter 1989

to TESC - Human Health and Behavior (with Rob Cole, Janet Ott, Jan Ray
and Ryo Imamura)
Spring 1989

TESC

Peta Henderson (Anthropology)
to North Seattle Community College
Spring 1989

Lyn De Danaan (Anthropology)
to Seattle Central Community College - The Televized Mind (with
Carl Waluconis)
Fall 1988

Richard Brian (Math)
to Tacoma Community College - TESC Bridge Program (with
Jerry Schulenbarger (TCC - Psychology)
F, W, S 1988-89

Bellevue Community College

David Jurgi (Anthropology)
to TESC - Human Health and Behavior (with Janet Ott, Imamura,
Rob Cole)
F, W. S 1988-89

Mike Righi (Economics)
to Seattle Central Community College
Winter 1989

Seattle Central Community College

Astrida Onat
to TESC - Human Health and Behavior (with Janet Ott, Imamura, Rob Cole)
F,W, S 1988-89

Jan Ray
to TESC
Spring 1989

Centralia Community College

Don Foran
to TESC - Liberation Theology (with York Wong and Leo Daugherty)
Spring 1989

South Seattle Community College

Ratna Roy
To TESC - Introduction to Performing Arts (with B. Johansen, Ingram Marshal and Rose Jang)
Spring 1989

South Puget Sound Community College

Victoria Ballard
To TESC - Thinking Straight (with Mark Levensky)
Spring 1989

Shoreline Community College

Sarah Hart
To TESC - French Culture (with Susan Fiksdal, Marianne Bailey)
Winter 1989

North Seattle Community College

Loretta Albright
To TESC - Human Development (with Betsy Diffendal, Betty Kutter)
Winter 1989

CONFERENCES
SPONSORED
BY THE
WASHINGTON
CENTER

Washington Center
for Undergraduate Education

Summary of Major Conferences 1985-88

1985-86

Learning Communities Workshop. October 22, 1985 at The Evergreen State College. (91 participants from 5 four-year institutions, and 6 community colleges).

Learning Communities Workshop. February 4, 1986 at The Evergreen State College. (54 participants from 3 four-year institutions and 7 community colleges).

Approaches to Active Learning. February 5, 1986 at The Evergreen State College. (96 participants from 7 four-year institutions, 11 community colleges and the Higher Education Coordinating Board).

Curriculum Planing Retreat. May 7-8, 1986 at Camp Bishop near Shelton Washington. (68 participants from 3 four-year institutions and 5 community colleges).

1986-87

A Presentation and Training Workshop on William Perry's Scheme of Student Intellectual Development in the College Years. October 29, 1986. (81 participants from 8 four-year institutions, 9 community colleges, and one high school. 35 individuals attended the three-day training workshop).

Annual Curriculum Planning Retreat. May 8-9, 1988 at Camp Don Bosco, near Carnation, Washington. (130 participants from 5 four-year institutions and 13 community colleges).

1987-88

Learning Community Models. October 15, 1987 at North Seattle Community College and October 16, 1987 at Central Washington University. (150 participants from 9 four-year colleges and 16 community colleges. Out-of-state observers from Minnesota, California and British Columbia).

Teaching in Coordinated Studies. February 5, 1988 at The Mountaineers Center in Seattle. (51 participants from The Evergreen State College and 12 community colleges).

A Workshop with Uri Treisman: Collaborative Learning Approaches for Enabling Minority Students to Achieve in Undergraduate Mathematics. February 17 at The Evergreen State College. (42 representatives of western Washington 2- and 4-year institutions, the Higher Education Coordinating Board, the State Department of Public Instruction, and legislators.

Writing and Thinking Across the Disciplines. March 4 at The Eastern Washington University Higher Education Center in Spokane. (140 participants from 17 four-year institutions and 9 community colleges in Washington, Oregon, Idaho, Montana and Wyoming).

Annual Curriculum Planning Retreat. May 6-7, 1988 at Camp Don Bosco, near Carnation, Washington. (117 participants from 4 four-year institutions and 11 community colleges in Washington. Out-of-state observers from Hawaii Community College at Hilo, and Miami-Dade Community College).

Critical Thinking Across the Disciplines. May 18-19, 1988 at the Stouffer-Madison Hotel in Seattle. (165 participants from 14 four-year institutions, 25 community colleges and 4 high schools in Washington, Oregon, Idaho, Montana and British Columbia, including 14 observers from community colleges and vocational institutes in the People's Republic of China.)

Summary

The Washington Center's one- and two-day conferences have involved over 600 individuals, from twenty-three four-year institutions and thirty-five community colleges in Washington and surrounding states and provinces.

LEARNING COMMUNITIES WORKSHOP
October 22, 1985

AGENDA

8:15	Arrive at Evergreen. Convene downstairs in College Activity Building, CAB 110 for registration, coffee, brief introduction to day, and distribution of materials
9:15-12:00	Visits to Coordinated Studies programs in groups of five to eight. Each small group will be given a 30 minute overview of the program from the teaching faculty before they attend the lecture, workshop or seminar that is scheduled for the morning. Programs available to visit include Perspectives on American Culture, War, Political Ecology, Management and the Public Interest, The Human Condition, Society and the Computer, and Human Development.
12:00- 1:00	Reconvene in Cab 110 for lunch. Luncheon address by Patrick Hill, founder of the Federated Learning Community Model, on the philosophy behind learning community model programs. There will also be a brief presentation on the presentation on the Washington Center for the Improvment of the Quality of Undergraduate Education and its agenda for the year by Center director Barbara Leigh Smith.

A NOTE ON THE WORKSHOPS: WE STRONGLY ADVISE ALL PARTICIPANTS TO ATTEND A WORKSHOP ON SELECTING MASTER LEARNERS AND HOW TO DO INTEGRATIVE SEMINARS. BECAUSE WE VIEW THESE AS ESSENTIAL SESSIONS. THEY WILL BE REPEATED IN EACH OF THE THREE TIME SLOTS.

1:30-2:30 CONCURRENT WORKSHOPS

All to be held in
College Activities Building
CAB 108 & 110

Workshop #1: "The role of the master learner and how to select master learners and teams."

Jack Lane. Director of the three year old federated learning community program at Rollins College will lead this session.

Workshop #2: "How to do integrative seminars"

There will be two sections of this workshop. One will be led by Patrick Hill and Evergreen faculty Susan Aurand, and Don Finkel. Hill founded the Federated Learning Community model at the State University of New York at Stonybrook. Marjorie Miller will lead a second section of this work- She is from the State University of New York at Purchase. She has extensive experience as a Master Learner in the SUNY programs.

Workshop #3: "Learning communities in a community college settings."

This workshop will be led by Roberta Matthews from La Guardia Community College. La Guardia has a large FLC program. The FLC program at Daytona Beach will also be discussed.

Workshop #4: "Working model programs and programs in the works: Seattle Central and Tacoma Community College join forces with Evergreen."

Workshop leaders will include faculty planning and teaching in these programs. Barbara Smith, Frank Garrett, and Ron Hamburg will act as moderators for a discussion on evolving programs, their purposes and prospects and potential pitfalls. This session is intended to be a clarifying and planning session as well as a situation audit. It will provide an opporunity to listen to the insights of people involved in ongoing programs and programs about to be initiated.

2:30-3:30 CONCURRENT WORKSHOPS

Workshop #1: "The role of the Master Learner and how to select master learners and teams."

Marjorie Miller from the State University of New York Purchase will lead this workshop. Miller was the Master Learner in Technology, Values, and Social Change, one of the most successful early FLC programs at SUNY-Stonybrook.

Workshop #2: "Integrative teaching and learning in the coordinated study and the FLC mode: how integration and community is built."

Patrick Hill will lead this workshop with Rudy Martin, Nancy Taylor, with Jack Lane and several students who have been involved with these programs.

Workshop #3: "Learning communities as an avenue of faculty development and institutional change."

Barbara Smith and Ron Hamburg will lead this session along with faculty Valerie Bystrom, Susan Aurand and York Wong, who have been involved in interinstitutional faculty exchanges in learning community model programs in Washington.

Workshop #4: "Learning Community programs at La Guardia and Daytona Beach."

Roberta Matthews from La Guardia will lead this session. La Guardia has extensive experience with a large FLC program. The workshop will also discuss the program at Daytona Beach Community College which won the Governor's Award for Innovation last year in Florida.

3:30-3:45 Coffee

3:45-4:45 CONCURRENT WORKSHOPS

Workshop #1: "The role of the Master Learner and How to select master learners and teams."

Jack Lane will lead this session.

Workshop # 2: "How integration occurs in an FLC model program."

Marjorie Miller will lead this session.

Workshop #3: "Open query agenda for participants to establish discussion focus."

Patrick Hill, Rosetta Hunter, Margaret Gribskov, and Barbara Smith will moderate.

The Washington Center
for
the Improvement of the Quality of Undergraduate Education

Resource Materials
on
Federated learning Communities, and Coordinated Studies

I. Models of Federated Learning Communities

- List of Federated Learning Community Replicates
- SUNY - Stony Brook FLC Descriptive Material
- University of Maryland's Honors Learning Community
- LaGuardia Community College's Introductory Clusters

II. Memoranda on Federated Learning Community Roles and Processes

- The Program Seminar
- Faculty Seminars
- The Core Course
- Characteristics to be looked for in Master Learners and Mumford Fellows
- Ten Instructive Program Seminars

III. Selected Materials from Coordinated Studies Programs at The Evergreen State College

- Syllabus: Core Program "The Paradox of Progress"
- Syllabus: Specialty Area Program "The Human Condition"
- Program History: "Great Books of the Western World"
- Program History: "Mass Communications and Social Reality"
- Program History: "Management and the Public Interest"
- Program History: "Chautauqua: An Experiment in Learning"
- Program History: "Human Development"

IV. Resources

- Short Bibliography on FLC Approach
- Extensive Bibliography on FLC's

WASHINGTON CENTER
for the Improvement of the Quality of
UNDERGRADUATE EDUCATION

February 3rd Seminar : Learning Communities

8:30 **Registration** & coffee (110 College Activity Building)

9:00 **Visits to coordinated studies programs at Evergreen**

12:00 **Lunch**

12:30 **Luncheon Addresses. . .**
...The Role of the Washington State Center for the Improvement of Quality in Undergraduate Education (Center Director Barbara Leigh Smith)
...The Philosophy Behind Learning Community Model Programs (Patrick J. Hill, Evergreen Provost)

1:30-3:00 CONCURRENT WORKSHOPS: Choose one:

Session A: The federated learning community model: how to pick master learners and assemble teams. James McKenna (The State University of New York-Stony Brook) describes how federated learning communities work at SUNY-Stony Brook, where the FLC model originated.
Session B: How to do integrative seminars. A discussion led by Patrick Hill (Evergreen), Valerie Bystrom (Faculty Member and currently a Master Learner in a federated learning community at Seattle Central Community College), and Faith Gabelnick, (Associate Director, Honors Program, The University of Maryland).

3:00 BREAK

3:15-4:30 CONCURRENT WORKSHOPS: choose one:

Session A: The federated learning community model program at the University of Maryland. Faith Gabelnick describes the FLC program which she directs through the U of Maryland Honors Program. It a cooperative program with the Montgomery County School System, in which high school teachers participate as Master Learners. Gabelnick will also describe her planning for a PLC, a Professional Learning Community, designed for professional schools at the U. of Maryland.
Session B: Discussion and Query Session on FLC's and Coordinated Studies. Barbara Smith and Patrick Hill will share perspectives on and answer questions on methods for establishing successful learning communities.

Participants staying over for the February 4th seminar are invited to meet for dinner. The place will be announced.

WASHINGTON CENTER
for the Improvement of the Quality of
UNDERGRADUATE EDUCATION

February 4th Seminar: Approaches to Active Learning

8:30 Registration & coffee (110 College Activity Building)

9:00 Concurrent Workshops: choose one:

Workshop A: Active Approaches to Learning. This workshop will be led by Faith Gabelnick, (Associate Director, Honors Program, U of Maryland) who directs an FLC model program which uses high school teachers as Master Learners. Gabelnick is widely known for her workshops on cognitive development and learning styles in college-age students, and approaches to active learning. Participants are encouraged to take and read the Learning Styles Inventory in advance, and to read the Kolb article, "Learning Styles and Disciplinary Differences."

Workshop B: Approaches to Effective Workshops in Literature and Language Arts This workshop be led by Judith Espinola and David Marr from The Evergreen State College. They will explore the use of oral interpretation and performance in workshops and discussions centering on the humanities, especially literature, langauage arts, and literary analysis. A series of poems, to be read in advance, will be used for demonstration purposes and in some active learning exercises.

Workshop C: Cognitive Development and the Practice of Writing led by Andrea Lunsford, (University of British Columbia), a leading scholar on cognitive development and writing. Lunsford will demonstrate how to integrate reading, writing and speaking into asssignments in any discipline. Individuals planning to attend this session are asked to bring a draft of any kind of assignment that they would use with students towards the middle or latter part of a course.

Workshop D: Writing Workshop, led by Rita Phipps, (North Seattle Community College). The workshop will be based upon theories about how the brain functions and acquires new information, and how this relates to the teaching of writing.

11:00 Coffee Break

11:30 **Active Approaches to Learning: An Institutional Audit.** Small group discussions looking at prospects and problems with active learning approaches.

12:45 **LUNCH**

1:15 **Keynote Address**
"Perspectives on Collaborative Learning"
William Whipple, Associate, Dean, Honors and Scholars Program, University of Arkansas-Little Rock

2:15 Concurrent workshops: choose one:

Workshop A: Repeat of Active Learning Workshop with Faith Gabelnick.

Workshop B: Workshop on Writing and Critical Reasoning: An Integrated Approach. This workshop will be led by Will Humphreys and David Paulsen (Faculty Members in Philosophy at Evergreen) It will present an integrated program that teaches informal logic, writing, and philosophy. Humphreys and Paulsen both teach this integrated program regularly to freshman students. At the University of Nebraska-Omaha, Paulsen initiated a similar, successful program aimed at minority students.

Workshop C: The Interdisciplinary Writing Program at the U. of Washington: A Readily Transferable Model. Deborah Hatch, (UW's Interdisciplinary Writing Program) describes how writing courses are paired with content courses in other disciplines. She will also discuss techniques of peer review, as an effective means of promoting active learning methods. Participants are encouraged to read the Hairston, and Knoblauch & Brannon articles in advance.

Workshop D: How to run effective seminars, led by Jim Harnish (History) from North Seattle Community College. Participants will engage in a model seminar based on selections from Meiklejohn. Harnish will offer practical hints on the selection of seminar reading, preparation and assignments, and on seminar leadership and direction.

4:10 to 5:00 Closing panel discussions: Choose one

Panel A: Improving Interdisciplinary Teaching: Evergreen's Faculty-Librarian Rotation. Susan Perry (Dean of Library Services), Pat Matheny-White (Faculty-Librarian) and Nancy Taylor (Faculty Member in History) will describe this low cost approach which serves many purposes.

Panel B: Inter-institutional faculty exchanges: are they effective low cost approaches to faculty development? Faculty who have participated in quarter long faculty exchanges discuss their experiences. Jim Harnish (North Seattle Community College), Valerie Bystrom (Seattle Central Community College) Bob Harmon (Seattle University), and others discuss their experiences.

Washington Center
for the Improvement of the Quality of
Undergraduate
Education

Interested in how the beginning college learner makes meaning of learning? In one thread of the assessment effort in higher education?......in how efforts are being made to assess higher order thinking in college?......In what difference this might make in the design of curriculum and teaching?

PRESENTATION AND TRAINING WORKSHOP on THE PERRY SCHEME OF COGNITIVE DEVELOPMENT

October 31 and October 31-November 2, 1986

**with Bill Moore,
of the Center for Applications
of Developmental Instruction**

PRESENTATION: 9 - 12 Noon, Friday, October 31 at North Seattle Community College Concert Hall.

Bill Moore will introduce the Perry scheme of cognitive development and discuss research efforts occuring nation-wide with college learners, and their implications for the design of college teaching and learning.

TRAINING WORKSHOP: Three workshop sessions (October 31 - November 2) - Friday afternoon, Saturday morning, and Sunday afternoon, with some reading and homework throughout, also at North Seattle CC.

For individuals seriously interested in exploring the Perry scheme in depth, and in learning to rate Perry essays on the MID (Measure of Intellectual Development) scale developed by Lee Knefelkamp et. al. Participation in this workshop, along with further practice and correspondence with Bill Moore, will enable participants to become certified MID raters.

Both the PRESENTATION and the WORKSHOP are sponsored by the Washington Center for Undergraduate Education; they are offered at no charge, but you will have to provide your own transportation to North Seattle C.C., and lunch on Friday if you plan to stay for the workshop session. TO REGISTER for either or both events, please get in touch with the Washington Center contact person at your institution: their names are listed on the back of this sheet. Questions? Call The Washington Center at 866-6000.

PLEASE REGISTER BY OCTOBER 24th.

Agenda : 1987 Retreat

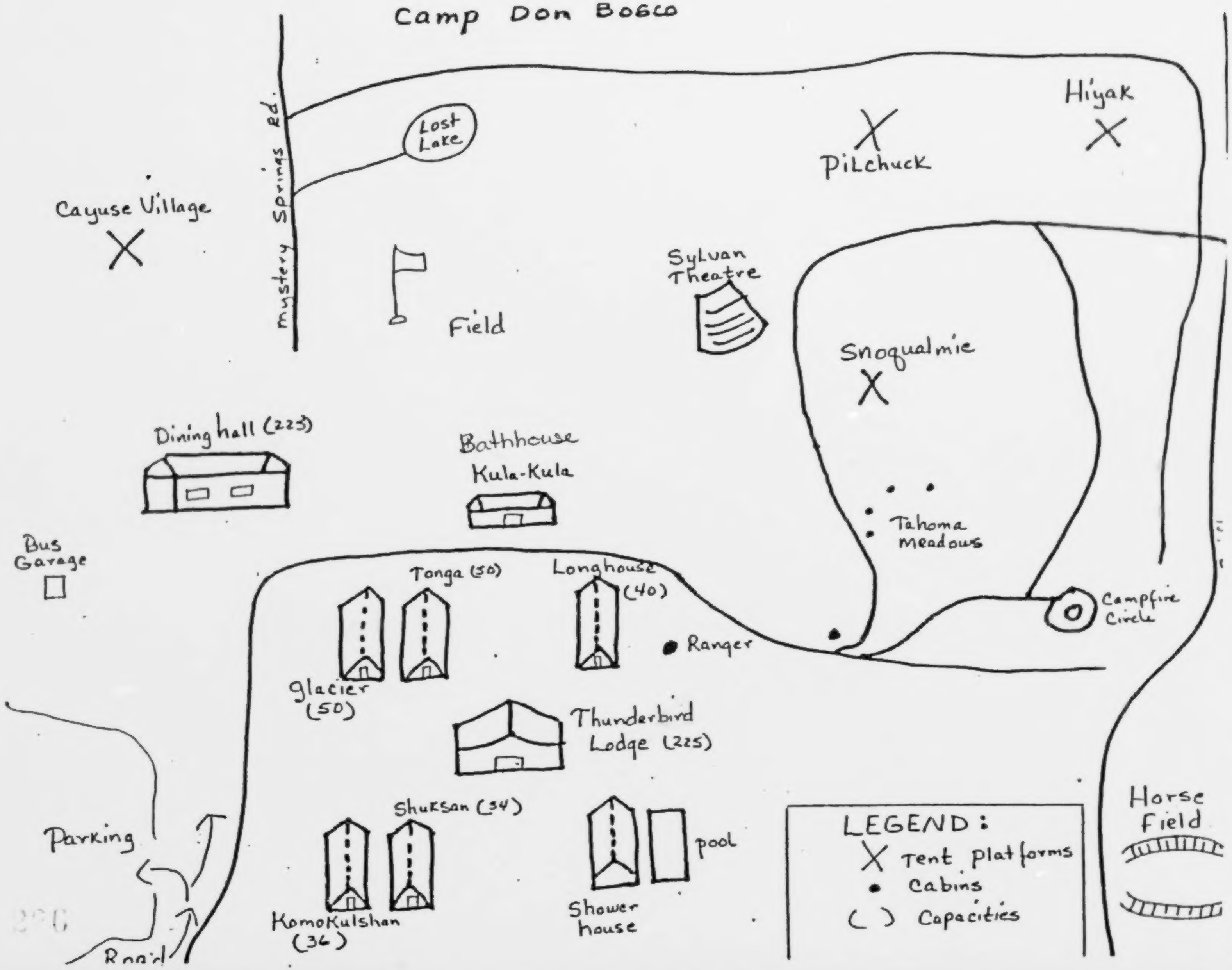
Washington Center Spring Planning Retreat Agenda

Friday		
Noon	Lunch	Timberline Lodge
1 PM	Convene	Timberline
	Reflective time and keynote presentation	
	Introductions to participants and retreat process	
	Planning Work	
7:30	Dinner	Dining Hall
8:15	Update on the Washington Center	
Evening	Music, kitchen doings, games	Dininng Hall
	Conversation, Optional Planning Time	Timberline & Longhouse
Saturday		
7:30 AM	Breakfast	Dining Hall
8:30	Convene	Timberline
9:00	Planning Work	
12:30	Lunch	Dining Hall
1:30	Concurrent sessions	Longhouse & Timberline
3:00	Summary and closure	Timberline

HOUSEKEEPING REMINDERS

- PARK in the designated areas. A school group will still be on the site until early Friday afternoon: the Camp requests that we wait to move into the sleeping quarters until late Friday afternoon or shortly before dinner.
- Komokulshan and Shuksan have smallish "family rooms." Glacier and Tonga are more barracks-like. Take note of the signs, and stake out your sleeping arrangements accordingly. The KulaKula bathhouse is worth the longer walk.
- We will collect money for the retreat at dinnertime on Friday and at lunch on Saturday.
- Lunch on Friday is being served at Thunderbird Lodge. We will convene there shortly after 1 PM. Bring your hand-out materials there, and do pick up your nametag.
- A pay phone is available in the dining hall.
- We will need some kitchen assistance with meal preparation and clean-up. We'll ask for volunteers at designated times.
- In order not to waste food, we'd appreciate your letting us know at the dining hall if you won't be with us on Saturday.
- SMOKING is prohibited in cabins and on the trails.
- Once again, our caterer is Barbara Maki from Olympia.

Camp Don Bosco


Mystery Springs Rd.
Lost Lake
Cayuse Village
Pilchuck
Hiyak
Sylvan Theatre
Field
Snoqualmie
Dining hall (225)
Bathhouse
Kula-Kula
Tahoma meadows
Bus Garage
Tonga (50)
Longhouse (40)
Campfire Circle
Ranger
glacier (50)
Thunderbird Lodge (225)
Horse Field
Parking
Shuksan (34)
pool
LEGEND:
Tent platforms
Cabins
( ) Capacities
Shower house
Komokulshan (36)
Road

The Washington Center
for Undergraduate Education presents:

Workshops on

Learning Community Models

Part of a growing effort nationwide to build curricular coherence and encourage active learning, model learning community programs are under way this year at ten community colleges and at five four-year institutions in Washington State. These one-day seminars will be geared towards faculty and administrators interested in becoming familiar with four of the major learning community models: how they are academically structured, why they are effective, and how they can be successfully implemented in both large and small institutional settings.

Learning Clusters - An eight-year-old no-cost approach at LaGuardia Community College which links writing courses to content offerings. Presenter: *Roberta Matthews, LaGuardia Community College.*

Freshman Interest Groups - An advising-oriented approach to building academic community for freshmen. Both EWU and UW are piloting Interest Group models this year. Presenter: *Jack Bennett, University of Oregon.*

Federated Learning Communities - The FLC model is in place at several large universities and small colleges around the nation. Presenter: *Valerie Bystrom, Master Learner in FLC Model Program at Seattle Central CC.*

The Coordinated Studies Model - Team-taught interdisciplinary model in place at The Evergreen State College and several community colleges in the Puget Sound region. *Rudy Martin (TESC), Brinton Sprague (North Seattle CC), Jim Harnish (North Seattle CC), and others.*

All the above models will be presented in a one-day workshop from 9am to 4 pm on each of the following days:

Thursday, October 15, 1987

North Seattle Community College
North Star Dining Room

Friday, October 16, 1987

Central Washington University
Samuelson Union

Directions to conference sites: see the back of this announcement.

Questions: Call Jean MacGregor, The Washington Center.
SCAN 727-6606 or 206-866-6000, ext. 6606.

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REGISTRATION

Each one-day workshop (including lunch and extensive resource material) is $25. Registration with check (payable to The Evergreen State College) or purchase order **must be received by October 9.**
Late registration: $30.
Group rate: Teams of three or more from the same institution, if registered together is $20 per person.
Registration is limited; please register soon.

☐ Seattle Workshop, October 15 ☐ Ellensburg Workshop, October 16

Name ______________________________

Institution ______________________________

Department ______________________________

City ____________________ State __________ ZIP __________

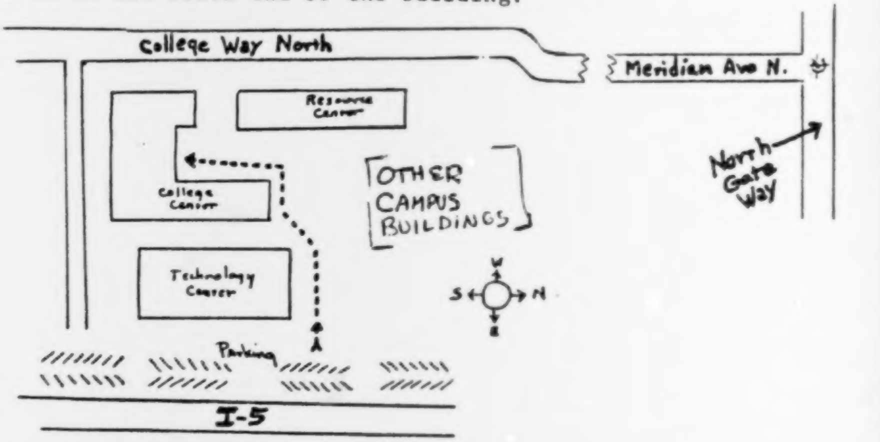
Mail with check or purchase order to arrive no later than October 9:

Learning Communities Workshop
The Washington Center for Undergraduate Education
L2211, The Evergreen State College
Olympia, WA 98505

North Seattle Community College

FROM THE SOUTH:

From I-5, take Exit 173 (110th/1st Avenue).
Turn left at the light, onto 1st Avenue. Turn left onto Northgate Way.
* Turn left at the 1st light, onto Meridian Ave. N - which becomes College Way N.
Drive past the campus - turn left into the parking areas. You do not need to sign in. Park between the campus buildings and I-5.
Walk back toward College Way, passing the Technology Center.
Enter the College Center building. Cross the courtyard--the North Star Dining Room is at the South end of the building.


College Way North
Meridian Ave N.
Resource Center
College Center
OTHER CAMPUS BUILDINGS
North Gate Way
Technology Center
W
S
N
E
Parking
I-5

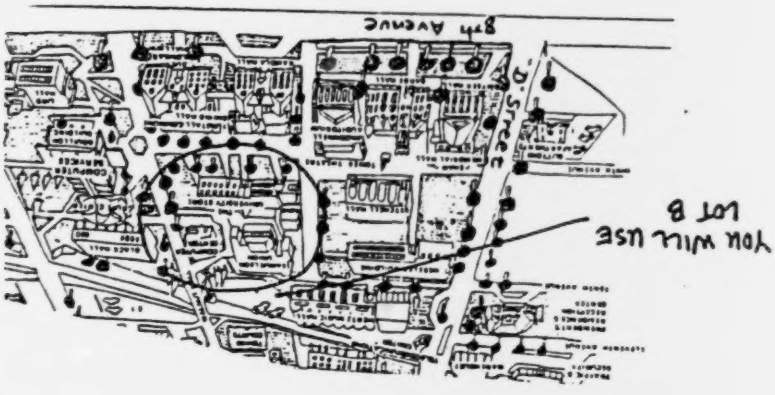
FROM THE NORTH:

From the Freeway, take Exit 173 A or B (whichever is WEST - also 110th St. Exit)
Turn right on Northgate Way. Go 2 blocks.
Follow instructions from * above.

Central Washington University

FROM SEATTLE:

From the Freeway, take Exit 106. Cross over the freeway.
You will now be on Cascade Way - follow it. It becomes 8th Avenue.
Turn left on "D" Street. The campus will now be on your right.
* Turn right at the 1st stop sign - into Parking Lot B.
Make an immediate left to get a parking permit (50¢) and then go to the farthest end of the parking lot, passing Hertz Music Hall.
The Samuelson Union Building will be on your right.


8th Avenue
D Street
YOU WILL USE LOT B

FROM SPOKANE/YAKIMA:

From the Freeway, take Exit 109. Turn right on Canyon Road.
Canyon Road becomes Main Street. Go through downtown. Turn right on 8th Ave.
Turn left on "D" Street. The campus will now be on your right.
Follow instructions from * above.

Washington Center
for the Improvement of the Quality of
Undergraduate
Education

The Evergreen State College
Olympia, Washington 98505

(206) 866-6000

LEARNING COMMUNITY MODELS

North Seattle Community College, October 15, 1987

8:30 Registration — North Star Dining Room
Continental Breakfast

9:10 Opening — Resource Center 1141 - A

Greetings: Barbara Daum, President, North Seattle Community College
Barbara Smith, Washington Center Director

Keynote Address: "Why Learning Communities?"
Roberta Matthews, Professor of English
LaGuardia Community College, Long Island City, New York

10:00 Brief BREAK

10:15 to 11:45 CONCURRENT SESSIONS : These same sessions will be repeated after lunch, from 1:00 PM to 2:30 PM, in the same rooms.

A. Freshman Interest Groups and Federated Learning Communities
Presenters: Jack Bennett, Director of Student Advising at the University of Oregon, and Valerie Bystrom, Faculty Member in English, Seattle Central Community College.
Instructional Center IC 1303A

B. Learning Cluster Models
Presenter: Roberta Matthews, LaGuardia Community College
Science Center SN 1633B

C. Coordinated Studies Models
Presenters: John Aikin, Faculty Member in Computer Science and the History of Science and Technology, The Evergreen State College, and Mike Kischner, Faculty Member in English, North Seattle Community College.
Instructional Center IC 1317

agenda continued.........

12:00 LUNCH — North Star Dining Room

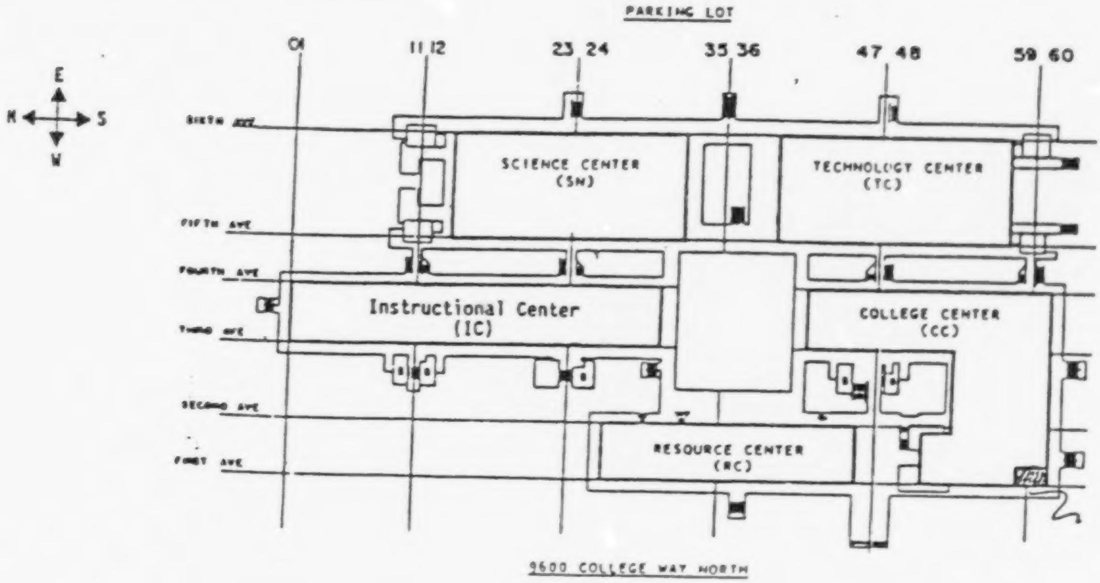
1:00 to 2:30 Repeat of the morning's concurrent sessions, at the same places.

2:30 COFFEE BREAK — Foyer next to RC 1141-A Lecture Hall

2:50 to 4:00 DISCUSSION: Implementing Learning Community Programs

This will involve an informal question-and-answer format, involving all the presenters, as well as....
Brinton Sprague, Division Chair, Social Sciences and Chair of Child and Family Education, North Seattle Community College, and Ron Hamberg, Dean of Instruction at Seattle Central Community College.

- -


PARKING LOT
01
11 12
23 24
35 36
47 48
59 60
E
N
S
W
SIXTH AVE
FIFTH AVE
FOURTH AVE
THIRD AVE
SECOND AVE
FIRST AVE
SCIENCE CENTER (SN)
TECHNOLOGY CENTER (TC)
Instructional Center (IC)
COLLEGE CENTER (CC)
RESOURCE CENTER (RC)
9600 COLLEGE WAY NORTH

To locate rooms at North Seattle CC: note building abbreviation to determine which building to head towards. Next, look at the four numbers. The first number is the level. All rooms are on Level 1, the ground floor. The second number is the avenue. The third and fourth numbers are room numbers: the lowest number on campus is 01 at the North end of campus, and the highest is 61 at the south end of campus. If an additional letter follows the room number, it indicates that the room is an inside classroom, between avenues. Learning Community posters will also help direct you!

Washington Center
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Education

The Evergreen State College
Olympia, Washington 98505

(206) 866-6000

LEARNING COMMUNITY MODELS

Central Washington University, October 16, 1987

8:30 Registration — Second floor foyer Samuelson Union
Continental Breakfast

9:10 Opening — Samuelson Union Room 208

Greetings: Barbara Smith, Washington Center Director
Edward Harrington, Provost, Central Washington University

Keynote Address: "Why Learning Communities?"
Roberta Matthews, Professor of English
LaGuardia Community College, Long Island City, New York

10:00 Brief BREAK

10:15 to 11:45 CONCURRENT SESSIONS : These same sessions will be repeated after lunch, from 1:00 PM to 2:30 PM, in the same rooms.

A. Freshman Interest Groups and Federated Learning Communities
Presenters: Jack Bennett, Director of Student Advising at the University of Oregon, and Valerie Bystrom, Faculty Member in English, Seattle Central Community College.
Room 206

B. Learning Cluster Models
Presenter: Roberta Matthews, LaGuardia Community College
Room 207

C. Coordinated Studies Models
Presenters: Rudy Martin, Faculty Member in English, The Evergreen State College, and Jim Harnish, Faculty Member in History, North Seattle Community College.
Room 208

agenda continued.........

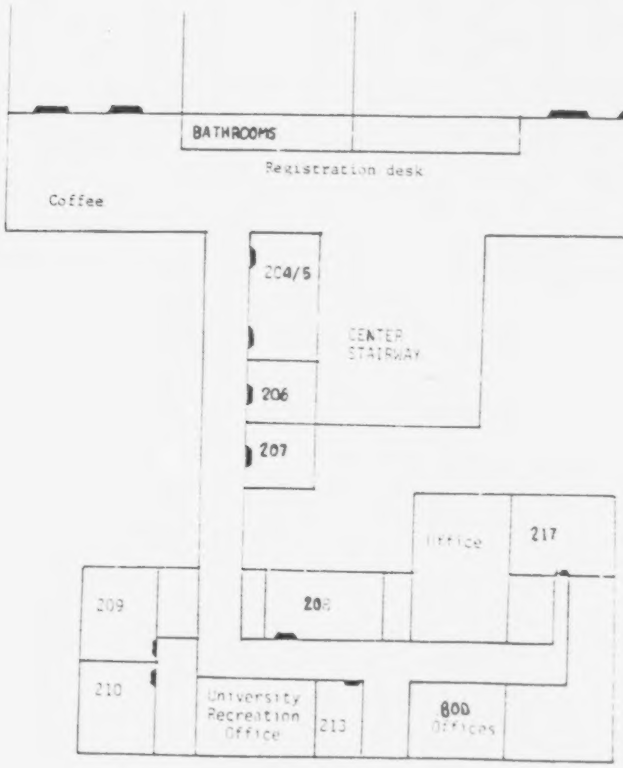
12:00 LUNCH : First floor of Union: "Sam's Place"

1:00 to 2:30 Repeat of the morning's concurrent sessions, at the same places.

2:30 COFFEE BREAK Second floor foyer of Union

2:50 to 4:00 DISCUSSION: Implementing Learning Community Programs

This will involve an informal question-and-answer format, involving all the presenters, as well as....
Brinton Sprague, Division Chair, Social Sciences, and Chair of Early Childhood and Family Education, North Seattle Community College. Sprague is the coordinator of the learning community programs at North Seattle.


BATHROOMS
Registration desk
Coffee
204/5
CENTER STAIRWAY
206
207
Office
217
209
208
210
University Recreation Office
213
BOD Offices

2nd floor - Samuelson Union Building

Overview of the Learning Community Models

Freshmen Interest Groups

An advising oriented approach to building academic community for freshmen. Pioneered by Jack Bennett at the University of Oregon, the Freshmen Interest Group ("FIG") program invites entering freshmen to register for triads of already-in-place courses offered around "areas of interest," such as Journalism, Music, Pre-Law, and Cultural Studies. Each "F.I.G." has a peer advisor assigned to it. As many as fifteen different Interest Groups are under way at The University of Oregon. FIG's are being piloted this year at both University of Washington and Eastern Washington University.

Federated Learning Communities

Another course linking model appropriate to large class settings. A cohort of 20-30 students co-register for three "federated" courses which are linked by an overarching theme. (e.g. "Social and Ethical Issues in the Life Sciences" linking courses in Genetics, Psychology and History). In addition to the three courses, the students engage in an integrative seminar. The seminar leader is called the Master Learner. The Master Learner is a faculty member in a discipline other than those being "federated." He or she takes all three courses with the students. The faculty of the federated courses may choose to participate in the FLC in a variety of ways -- or not at all. Federated Learning Community model programs are in place at eight four-year colleges in the eastern U.S., and have been piloted as well at Seattle Central Community College and Centralia College.

The Learning Cluster

A course linking model that groups English 101 and "Writing the Research Paper" with two content courses (in either the humanities or the social sciences) in an eleven credit, one-quarter package. This learning cluster has become a requirement for all daytime enrolled students in the Liberal Arts AA degree program at LaGuardia Community College; a Business Cluster is in place as well. The courses are offered and taught as discrete courses, but the faculty do coordinate their syllabi, and thematic emphases. LaGuardia has found the cluster to be a highly effective low cost model for enhancing student retention, curricular coherence, and faculty development.

Coordinated Studies

A "full time" (15-18 credit) interdisciplinary offering that is team taught by two or more faculty, and developed around an overarching theme. Faculty members teach only in this program, and students register for it as their entire "course load." Therefore, scheduling of class time becomes quite flexible: there are opportunities for blocks of time for extended lectures, workshops and seminars. Developed at The Evergreen State College, coordinated studies programs have been replicated at several community colleges in the Puget Sound region.

Resource Materials
for Learning Communities

TABLE OF CONTENTS

Rationale and Overview

- Learning Community Recommendation from *NIE Involvement in Learning Study*, October 1985.
- Hill, Patrick. "The Rationale for Learning Communities."
- Matthews, Roberta. "Learning Communities in the Community College," *The Community, Technical and Junior College Journal*.

Learning Community Models

- Learning Community Models, The Washington Center for Undergraduate Education.

Learning Clusters and Freshman Interest Groups

- Matthews, Roberta, and John O. Silva. "The Introductory Cluster: Principles and Procedures." LaGuardia Community College.
- Ehrlich, Dan and John Hyland and Roberta Matthews. "Who Built America: Work, Technology and Society." LaGuardia Community College.
- Millonzi, Joel and Barry Silverman and Dan Gover. "Individual vs. Social Profit: The Business-Economics-English Cluster." LaGuardia Community College.
- Freshman Interest Group announcement, The University of Oregon.

Federated Learning Communities

- Hill, Patrick. "Communities of Learners: Curriculum as the Infrastructure of Academic Communities."
- Hill, Patrick. Stony Brook Memorandum on "The Program Seminar."
- "A Special Community of Scholars," and related material on the Honors Learning Community at the University of Maryland.

Coordinated Studies

"Coordinated Studies at The Evergreen State College." The Evergreen State College.

Syllabi of Coordinated Studies Offerings:

- Preliminary description for "Society and the Computer"
- Evergreen syllabus/Covenant for "Human Development"
- Evergreen syllabus for the "War" Program
- North Seattle Community College syllabus for "Gods, Heros and Humans."
- North Seattle Community College syllabus for "American Values."

Sample Program History and evaluative letters for "American Values."

Selected Program Announcements for Coordinated Studies Programs being offered at Community Colleges in Washington State.

Efforts at Evaluation

Gabelnick, Faith, and John Howarth and Nancy Pearl. "Facilitating Intellectual Development in University Honors Students." University of Maryland.

MacGregor, Jean. "Intellectual Development of Students in Learning Community Program 1986-87." The Washington Center for Undergraduate Education.

Additional Resources

Learning Community Resource List

A Beginning Bibliography on Active and Collaborative Approaches to Writing and Thinking Across the Disciplines

The Washington Center
for Undergraduate Education presents:

A One-Day Retreat on

Teaching in Coordinated Studies Programs

Friday, February 5, 1988
9:00 AM - 4:00 PM

The Mountaineers Building
300 3rd Avenue West
(Directions on the back of this announcement)

This will be an informal reflective day for faculty members who have been, are now, or will be teaching in coordinated studies programs. We plan to build the agenda around your issues and interests. It can be a day off-campus for your teaching team to huddle on its own, or a chance to reflect with faculty members from other schools on issues common to all programs.... writing work, seminars, group projects, evaluation-- or whatever else you'd like to explore with your colleagues.

Questions: Call Jean MacGregor,
The Washington Center
SCAN 727-6606, or
206-866-6000, extension 6606

■■

REGISTRATION

The one-day retreat is offered at no charge but you should bring a sack lunch or $5.00 to purchase lunch on site. We will provide hot beverages.

Name Department

Institution Phone

I'd like discussions or work sessions focusing on:

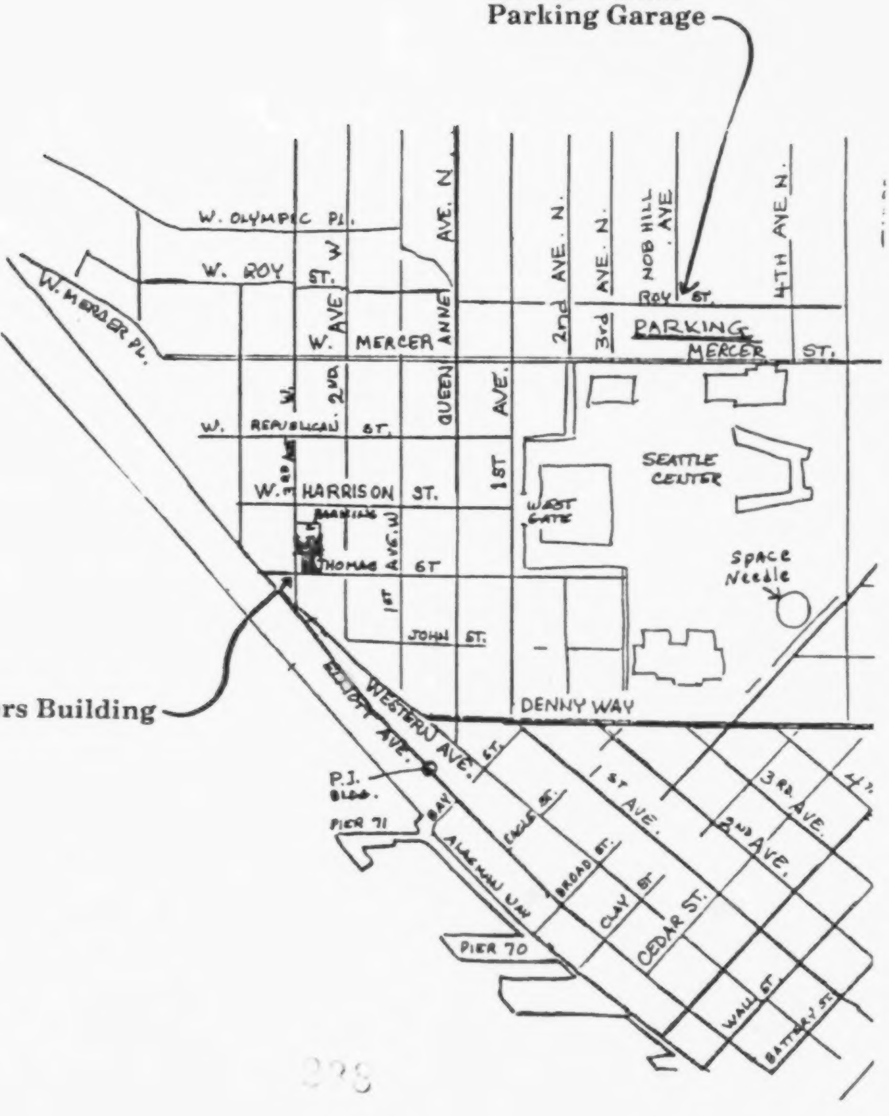
I'd like to get some feedback or advice about:

Please mail as soon as possible to: February 5th Retreat
Washington Center
L 2211, The Evergreen State College
Olympia, WA. 98505

The Mountaineers Building is at the corner of 3rd Avenue West and Thomas Street, about four blocks west of the Seattle Center.

On week-days, parking is extremely limited in this neighborhood!
We suggest you park in the Seattle Center Parking Garage on Mercer Street on the north side of the Seattle Center complex. It is a nine block walk to the Mountaineers Building.

Seattle Center Parking Garage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ROY ST.
PARKING
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W. 3RD AVE
W. HARRISON ST.
PARKING
THOMAS ST
1ST AVE. W
1ST
SEATTLE CENTER
WEST GATE
Space Needle
JOHN ST.
DENNY WAY
WESTERN AVE.
ELLIOTT AVE.
P.I. BLDG.
PIER 71
BAY ST.
EAGLE ST.
ALASKAN WAY
BROAD ST.
CLAY ST.
1ST AVE.
CEDAR ST.
2ND AVE.
3RD AVE.
4TH
PIER 70
WALL ST.
BATTERY ST.

Mountaineers Building

Washington Center
for the Improvement of the Quality of
Undergraduate
Education

TEACHING IN COORDINATED STUDIES

February 5, 1988

Suggested Agenda

9:00	Registration, refreshments and exhibits!
9:30	Introductions, agenda review
	Focusing discussions
10:15	Break -- Kibitzers build an agenda for rest of day.
10:30 - 12:00	Concurrent sessions
12:00 - 1:30	Lunch break
1:30	Concurrent sessions
3:00	Regroup, evaluation of the day, suggestions for the future.

* * *

The Washington Center's SPRING QUARTER EVENTS

Curriculum Planning Retreat: May 6-7 (Friday afternoon and Saturday), Camp Don Bosco near Fall City, Washington. For teams planning to team teach 1988-89. The Washington Center can provide kibitzers (consultants) (and terrific food.)

Thinking Across the Disciplines: May 18-19 (Wednesday evening and Thursday all day) at a conference site in Seattle. A one-and-a-half conference (speakers and workshops) on a variety of approaches to the teaching of thinking.

* * *

Washington Center
for the Improvement of the Quality of
Undergraduate Education

The Evergreen State College
Olympia, Washington 98505

[illegible]

Barbara Leigh Smith
Director

Jean MacGregor
Asst Director

INVITATION TO URI TREISMAN WORKSHOP
****

January 27, 1988

TO:

FROM: Barbara Leigh Smith, Senior Academic Dean and Director of the Washington Center

SUBJECT: Invitation to Meet a Distinguished Visitor

I am writing to invite you to attend a presentation by Professor Uri Triesman, a highly distinguished visitor to The Evergreen State College, from the University of California-Berkeley.

Triesman's work is well described in the attached memo from Patrick Hill. This is obviously work that has important implications for teaching and learning in general but especially for developmental education, the teaching of mathematics, and the recruitment and retention of people of color.

Triesman is arranging a special Washington Center presentation from 10:00 a.m. to 12:00 noon in the Board Room of the Evergreen State College (Library 3109) on February 19.

Since space is limited, please inform us in writing or by telephone if you will attend. You can contact us at 866-6000, extension 6606 or SCAN 727-6606.

BLS:lob

Established in 1985

Participating Institutions:
Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Eastern Washington University, Edmonds Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, Skagit Valley College, South Puget Sound Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Washington State University, Wenatchee Valley College, Western Washington University, Whatcom Community College, Yakima Valley Community College.

THE EVERGREEN STATE COLLEGE
January 19, 1988

PLEASE READ ASAP

TO: Rita Cooper, Rudy Martin, John Parker, Rita Pougiales, Barbara Smith, Matt Smith, Stone Thomas, Tomás Ybarra

FROM: Patrick Hill

RE: Uri Treisman

This memo is addressed and copied to what may seem an unusual grouping of people. You are all in one way or another involved with issues and the interfacing between the recruiting/retention of faculty and students of color and instruction/faculty development efforts in mathematics. Uri Treisman is the most celebrated name in this field. He is the recent recipient of the prestigious Charles Dana Award for distinguished innovation in teaching and of a half-dozen major awards from NSF and FIPSE. The Exxon Educational Foundation considers his work and that of the National Faculty to be the only exceptions to their policy-level refusal to fund any intervention strategies for students of color beyond the K-3 level. So much in demand is Treisman, that were it not for his great affection for Evergreen, he would not have made time to see me or to consider a visit with us. (I heard him say "just impossible" to a half-dozen other requests.)

This memo gives you some sense of what Treisman is about and the networks in which he operates. It directs some coordinated action among Rudy, Barbara and Rita and (depending on your response) suggests a meeting with Treisman on our campus.

I attended two talks by Treisman at the AAC conference in DC and then spoke with him later. Below I list some of the more central points about his presentations and our talk.

1. His name is pronounced OO'REE (not YOO'REE) TRIZEMAN (not TREEZMAN). He is project director of the Professional Development Program's Mathematics Workshop at Berkeley.

2. His work at Berkeley has led to dramatically increased participation of Blacks and Hispanics in math and science.

The work began in 1976 with faculty dissatisfaction with its own efforts at attempting to include persons of color into its high-level math and science programs. Treisman himself initiated the program in a community-building experiment with his introductory calculus class.

3. He cited the extant hypothesis concerning the differential performance in math/science of Blacks and Asians. He said they are all hopelessly wrong. Following are the major hypotheses:

   a) Blacks are less well motivated than the Asians. Just not so for Blacks in at least the high-quality institutions.

   b) Blacks and Hispanics have lower quality high-school experiences. In truth, the Black and Hispanic students with the best preparation do very poorly and worse than those with mediocre preparation.

   c) Blacks and Hispanics come from less structured home environments. Research has shown that the families of college bound Blacks and Hispanics are highly structured.

   d) The lower income levels of Blacks and Hispanics robs them of critical experiences which prepare students for higher education. In truth, a negative correlation of the income of parents and the success of students.

4. New Hypothesis:

   Black students have extraordinarily isolated study habits. Chinese students naturally find study mates and form what in Cantonese is called a "study gang." Poor performance on the part of the Chinese leads to outreach for help. Poor performance by Blacks leads to further isolation.

5. The Learning Resources Center Berkeley was not helping with the problem. They didn't know about it. The Center was working primarily with 'B' students intent on getting 'A's. Minority and affirmative-action personnel were also isolated from the problems of the Black students.

6. Administrative reactions at Berkeley and almost everywhere else tend to be to respond to non-retention statistics with remedial programs (tutors, etc.) because of the faculty's disinterest. Their approaches perpetuate the misconceptions of the past.

7. First principle of an effective reform is that we must involve the regular faculty, de-politicizing, de-isolating

and de-remedializing the education of Blacks in math and science. The Berkeley faculty, after lengthy deliberations, started an honors program for the Black and Hispanic students (open to all students of course) maintaining them from day to day at A-level performance from beginning to end. The Black and Hispanic student drop-out rate has been reduced by 75%; and they average a ½-grade better than all students. I thought I heard him say, but I cannot believe it, that this ½-grade difference at Berkeley is the equivalent of a 200-point difference in the SATs.

In private conversation, Treisman revealed that his honors program might be more accurately called an honors learning community. He does not use metaphors of community or collaborative learning, however, because he has found that counter-productive to involving mainstream faculty.

8. Ten institutions have replicated the Berkeley program, including UCLA and Stanford. All dramatic successes. I was not able to find out if any non-elite schools have experienced such dramatic successes; but several state schools are using the method and (see below) Treisman has now extended his work to include high schools.

9. Essential features:

    a) Opportunities must be created for the regular faculty to see Black-Hispanic education as part of its regular work, not something which administrators should solve with separate teaching enterprises.

    b) The same things that work to improve undergraduate education in general, (i.e., more contact with the faculty), works for Blacks and Hispanics...they need food, (nourishment) not medicine (remediation).

10. Treisman is now working with high schools, particularly the successful ones like Garfield in LA (which used to send more students to prison than to college and now leads the nation in AP placement for minorities). All the same principles apply, particularly the necessity of involving the faculty in the programs from the start (as the National Faculty does).

11. Treisman spoke strongly against any soft-money approaches or any incentives other than time. He regards soft-money as a poison. The task is to present the problem as a serious priority of the institution and to offer the faculty the opportunity to do something important and useful.

12. He does not wish to condemn tutors and peers and special-personnel remediation programs altogether, but they are

counter productive to the end of involving the faculty. To the extent that we do have peers etc., they must be connected to actual departments/programs and sustained as part of an honors program in the mainstream. There can be no hint of remediation: we are preparing students for graduate-school mathematics.

13. The inter-racial, inter-ethnic character of the honors communities is a great asset. Creative recruitment efforts (like ours at TESC) are used to assure that the communities remain mixed. (This sounds to me like a vital and time-consuming aspect of Treisman's success at Berkeley--tremendous personal contact to make each student seem wanted and special.)

14. Sharp differences have appeared in the performance of women Blacks and Hispanics in the programs. As we know, males from any culture are less open to full-scale cooperation in a sharing community.

15. Treisman himself runs summer institutes for high-school math teachers, drawing upon the best disciplinary and curricular thinking in the world. He says that the United States is far behind England, Bulgaria and the USSR. In these institutes, the high-school math teachers conclude by team-teaching eighth-grade classes. Treisman is concerned that these institutes should work on a regional basis and to form professional associates among the high-school teachers which transcend the individual institutions.

16. It is a matter of dispute among Treisman and his colleagues as to whether his work reflects recent breakthroughs at the cutting edge of the discipline. If there is a relationship, it is a function of the current unclarity of the borders between pure and applied math, and to debates about the wisdom of the pedagogy of calculus. He himself has not made up his mind. From what I have heard so far, I think we too should be very cautious in assuring some relationship.

The Washington Center For Undergraduate Education presents:

A Conference on

Writing and Thinking Across the Disciplines:

Active & Collaborative Approaches to Enhance Student Learning

Amidst the recent debates about the effectiveness of undergraduate education, two quiet and important reform efforts have been taking place. The writing and thinking across the disciplines movements offer tantalizing suggestions about the very nature of the learning process and the way we structure our teaching. Leaders in these efforts are increasingly stressing the social nature of the learning process, and the importance of writing and thinking within a disciplinary context. This conference will present both research and practical strategies for developing writing and thinking, and is appropriate for faculty members in any discipline.

Key Presenters:

Jerry Cederblom, University of Nebraska-Omaha, author of *Critical Reasoning*
Deborah Hutch, University of Washington Interdisciplinary Writing Program
John Bean, Director of Writing, Seattle University
Craig Nelson, Biology, Indiana University
Tom Malloy, Psychology, University of Utah
Georgine Loacker, Alverno College

Presentations and Workshops:

- Keynote address: "Thinking and Writing Across the Disciplines: What's it about and What's at stake?" Jerry Cederblom and respondents
- Strategies for building writing into large classes
- Alverno College's approach to assessing students' analytical abilities
- Utilizing William Perry's work on intellectual development to develop critical thinking in the sciences
- Using controversy productively to enhance thinking skills
- The University of Washington's experience with linked courses
- Active learning strategies for developing student perspectives on values

This one-day conference will be offered at the Higher Education Center of Eastern Washington University, West 705 First at Wall, in downtown Spokane.

Friday March 4, 1988

Registration and coffee: 8:30 a.m.
Conference workshops: 9:00 a.m. to 5:00 p.m.

Overnight accommodations: Participants wishing to stay over in Spokane are encouraged to reserve rooms at the Ridpath Hotel, PO Box 2176, Spokane, Washington 99210-2176. Telephone: 509-838-6122. The Ridpath is located at West 515 Sprague Avenue in downtown Spokane, within a block of the Higher Education Center. Please make reservations *before February 15.*

Questions: Call Jean MacGregor, The Washington Center SCAN 727-6606, or 206-866-6000, extension 6606.

REGISTRATION
The workshop (including lunch and extensive resource material) is $25. Registration (with check or purchase order) ***must be received by February 22.***
Late registration: $30.
Group rate: Teams of three or more from the same institution, *if registered together* is $20 per person.
Registration is limited: please register soon.

Name ______________________________

Institution ______________________________

Department ______________________________

City ______________ State ______ Zip ______

Check:
amount enclosed ______________ or Purchase Order Number: ______________

Mail with purchase order or check (payable to The Evergreen State College) to arrive no later than February 22:

Writing and Thinking Conference
The Washington Center for Undergraduate Education
L 2211, The Evergreen State College
Olympia, WA 98505

The Washington Center
for Undergraduate Education
The Evergreen State College
Olympia, Washington 98505

Nonprofit Org.
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The Washington Center for Undergraduate Education presents:

A one-day conference on

Writing and Thinking Across the Disciplines

Friday, March 4, 1988
at The Higher Education Center in Spokane

The Washington Center for Undergraduate Education

- was established in 1985 at The Evergreen State College as an inter-institutional consortium devoted to improving undergraduate education. The Center focuses on low-cost, high-yield approaches to educational reform, with a special emphasis on better utilization and sharing of existing resources through inter-institutional collaboration. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington state legislature.
- includes 33 participating institutions: all of the state's public four-year institutions, twenty-one community colleges, and six independent colleges and universities.
- supports and coordinates inter-institutional faculty exchanges, the development of interdisciplinary "learning community" programs, conferences and seminars on effective approaches to teaching and learning, and technical assistance on topics related to improving teaching and learning.

Washington Center
for Undergraduate Education

Writing and Thinking Across the Disciplines Conference
Spokane, Washington

Friday, March 4, 1988

AGENDA

8:30 **REGISTRATION, Coffee and Muffins**

9:00 OPENING PLENARY SESSION 4th floor Mall

Welcome: Barbara Leigh Smith, Washington Center Director and Ron Johns, Dean of Instruction and Acting President, Spokane Falls Community College, and member of the Washington Center Planning Committee.

"The Critical Thinking and Writing Movements: The Engaging of the American Mind"
Jerry Cederblom, Director, The Goodrich Scholarship Program, and Professor of Philosophy, University of Nebraska.
(Moderator: John Utzinger, Central Washington University)

10:00 to 11:45 MORNING CONCURRENT WORKSHOPS
Rooms 416 and 417, and 407 and 408 are all adjacent to the 4th floor mall.

A. "TEACHING VALUES" Room 407

Presenter: Tom Malloy, Department of Psychology, The University of Utah. (Moderator: Steve Reames, Spokane Falls Community College)

Participants will learn content-free, fundamental processes for learning and teaching values through active exercises derived from the work of Piaget and others. These value acquisition techniques will focus on the processes of perspective-taking and modeling. Applications of these techniques will be made to communication and artistic performance, including writing, as well as to value acquisition as an important human activity with global consequences. Participants are invited to bring to the workshop thoughts about people whose values they do not fully understand, but would like to understand better.

B. "HANDLING THE PAPER LOAD: WRITING ACROSS THE CURRICULUM IN LARGE CLASSES" Room 416

Presenter: John Bean, Department of English, Seattle University. (Moderator: Barbara Smith, Washington Center)

Many faculty members would like to support writing across the curriculum in their classes, but are hesitant to do so because of large class sizes. In this workshop, John Bean will suggest ways that short write-to-learn assignments can be incorporated into large classes, even lecture classes of 300 or more students. Example assignments and grading strategies from a variety of disciplines will be used as illustrations.

C. "VARIETIES OF CRITICAL THINKING IN SCIENCE: FROM DATA TO DIALECTICS" Room 408

Presenter: Craig Nelson, Department of Biology, Indiana U.
(Moderator: Bob Littlewood, Washington State University)

Participants will look at several fundamental types of critical thinking and examine ways to stimulate each in science classes. Participants will examine the applicability of these ideas in their own teaching. Analysis will be based in part on ideas from William Perry's Forms of Intellectual and Ethical Development in the College Years, and Belenky et al., Womens' Ways of Knowing.

D. "THE UNIVERSITY OF WASHINGTON'S INTERDISCIPLINARY WRITING PROGRAM: HOW LINKED COURSES WORK TO BUILD BOTH WRITING AND ANALYTICAL SKILLS" Room 417

Presenter: Deborah Hatch, Department of English, The University of Washington.
(Moderator: Grant Smith, Eastern Washington University).

In the Interdisciplinary Writing Program, writing courses are linked to courses in other disciplines in the humanities, social sciences and natural sciences. The advantages of this model for teachers of writing are that the context of the linked courses provides not only subject matter but also analytical frameworks within which to design writing tasks that engage students in the writing and thinking of the particular discipline. This workshop will briefly address the mechanics of setting up a linked writing course, and then concentrate on involving participants in the kinds of teaching and learning opportunities typical of the linked course arrangement.

11:45 **Break**

12:00 LUNCHEON 4th floor Mall

A brief overview of the Washington Center: **Barbara Leigh Smith, Director**

1:00 to 2:30 AFTERNOON CONCURRENT WORKSHOPS

A. "USING CONTROVERSY CONSTRUCTIVELY TO BUILD STUDENT THINKING SKILLS" Room 408

Presenter: **Jerry Cederblom, Department of Philosophy, University of Nebraska-Omaha.** (Moderator: Ann McCartney, Shoreline Community College)

Participants in this workshop will discuss how to use in-class debates and critical exchanges among students to handle controversial material. Three formats will be discussed: one for formal in-class debates, one for less formal critical exchanges to be used at the conclusion of group exercises, and some informal techniques for ad hoc spontaneous discussion of controversial material. Workshop participants will take part in a simulation of a critical exchange.

B. "HANDLING THE PAPER LOAD: WRITING ACROSS THE CURRICULUM IN LARGE CLASSES" Room 416

Presenter: **John Bean, Department of English, Seattle University.** (Moderator: Susan McLeod, Washington State U.)

(This will be a repeat of Bean's morning workshop.)

C. "TEACHING CONSTRUCTIVE SCIENTIFIC THINKING" Room 407

Presenter: **Tom Malloy, Department of Psychology, University of Utah.** (Moderator: Bernard Rihn, Spokane Falls Community College)

Workshop participants will learn techniques for generating large "possibility spaces." Once in such a space, participants will learn techniques for constructing scientific ideas, hypotheses and theories. Participants are invited to bring a scientific question or puzzle (about which they would like to construct theories) to use in exercises.

D. "THE UNIVERSITY OF WASHINGTON'S INTERDISCIPLINARY WRITING PROGRAM: HOW LINKED COURSES WORK TO BUILD BOTH WRITING AND ANALYTICAL SKILLS" Room 417

__Presenter__: **Deborah Hatch, Department of English, The University of Washington**. (Moderator: Rudy Martin, The Evergreen State College).

(This will be a repeat of Hatch's morning workshop).

2:30 Break

3:00 PLENARY SESSION 4th Floor Mall

"USING ASSESSMENT TO MAKE CRITICAL THINKING WORK FOR THE LEARNER"

__Presenter__: **Georgine Loacker, Chair of Assessment Council, Alverno College**. (Moderator: Jean MacGregor, Assistant Director, The Washington Center)

In this workshop, participants will briefly explore components of critical thinking and examine, through specific examples, the nature of assessment as learning. They will hear students, via videotape, explain what they got out of assessment. For most of the workshop, they will participate in a segment of an extensive out-of-class assessment of some aspects of critical thinking to experience what it is like for the assessor as well as the person assessed and to analyze the implications for learning.

4:30 Closing Observations: Conference Presenters and Moderators 4th Floor Mall

5:00 Adjourn

Please do take a moment to fill out the evaluation form, and either leave it with us today, or send it to us. Thanks.

Resource Materials
for Writing and Thinking Across the Disciplines

Overview

New Jersey Basic Skills Council. Thinking Skills: An Overview. Report of the Task Force on Thinking, Trenton, NJ: New Jersey State Board of Higher Education, March 1986.

Learning Collaboratively

Bruffee, Kenneth. "Collaborative Learning and the 'Conversation of Mankind.'" College English, Volume 46, Number 7.

Bouton, Clark, and Garth, Russell Y. "Students in Learning Groups: Active Learning Through Conversation." In Learning in Groups, New Directions in Learning Series Number 14, edited by C. Bouton and Russell Garth.. San Francisco: Jossey-Bass, 1983.

Davis, Robert H. "Sociotechnical Theory: Managing Boundaries to Enhance Student Learning." Human Relations, Volume 35, Number 4.

Finkel, Donald L. and Monk, G. Stephen. "Teachers and Learning Groups: Dissolution of the Atlas Complex. In Learning in Groups, New Directions in Learning Series Number 14, edited by C. Bouton and Russell Garth.. San Francisco: Jossey-Bass, 1983.

Writing Across the Disciplines

Hairston, Maxine. "The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing." From the AAHE Monograph Writing Across the Curriculum, Current Issues in Higher Education, Number 3, 1983-84.

Knoblauch, C.H. and Brannon, Lil. "Writing as Learning Through the Curriculum." College English, Volume 45, Number 5, September 1983.

Bean, John;, Drenk, Dean,; and Lee, F.D. "Microtheme Strategies for Developing Cognitive Skills." In Teaching Writing in all Disciplines, New Directions for Teaching and Learning no. 12. Edited by C.W. Griffin. San Francisco: Jossey-Bass, 1982.

Thinking Across the Disciplines

Arons, Arnold B. "'Critical Thinking' and the Baccalaureate Curriculum." Liberal Education Volume 71, Number 2. Washington, DC: American Association of Colleges.

Kurfiss, Joanne. "The Reasoning-Centered Classroom: Approaches that Work." AAHE Bulletin. March 1987.

Nelson, Craig. "Creation, Evolution, or Both? A Multiple Model Approach." In Science and Creation: Geological, Theological and Educational Perspectives. Edited by Robert Hanson. New York: Macmillian Publishing.

Siegel, Harvey. "Critical Thinking as an Educational Ideal." Educational Forum, November 1980.

Woditsch, Gary A.; Schlesigner, Mark A. and Giardina, Richard C. "The Skillful Baccalaureate: Doing What Liberal Education Does Best." Change, November/December 1987.

Efforts at Assessment

"Notes from the National Testing Network in Writing." Volume VII, November 1987.

Wiener, Harvey. "Collaborative Learning in the Classroom: A Guide to Evaluation." College English, Volume 48, Number 1.

Alverno College Materials:

Cromwell, Lucy. "Assessment is . . .all of the Above." Alverno Magazine, July 1985.
Cromwell, Lucy. "Teaching Thinking." Alverno Magazine, July 1986.
Loacker, Georgine. "Alverno College's Program in Developing and Assessing Student Writing Ability.
Alverno College. "Ability-Based Learning Program."
Loacker, Georgine, et. al. Table of Contents and Introduction of Analysis and Communications at Alverno: An Approach to Critical Thinking. Milwaukee: Alverno College, 1984.
Alverno Productions. Order form for Alverno Publications.

Additions for May Conference

Bizzell, Patricia. "Essay Review: College Composition: Initiation into the Academic Discourse Community." *Curriculum Inquiry* 12:2, 1982.

Finkel, Donald L. and Monk, Stephen. "The Design of Intellectual Experience." *The Journal of Experiential Education*, Fall 1979.

Palmer, Parker. "Community in the Academy." Transcript of plenary address to the annual meeting of the American Association for Higher Education, March 1987.

Phipps, Rita. "The Natural Process of Learning and the Natural Method of Teaching." North Seattle Community College, 1988.

Maimon, Elaine. "Knowledge, Acknowledgment, and Writing Across the Curriculum: Toward an Educated Community." In *The Territory of Language: Linguistics, Stylistics, and the Teaching of Composition*, edited by Donald A. McQuade. Carbondale, IL: Southern Illinois University Press, 1986.

Maimon, Elaine. "Maps and Genres: Exploring the Connections in the Arts and Sciences." In *Composition and Literature: Bridging the Gap*, edited by Winifred B. Horner. Chicago: The University of Chicago Press, 1983.

Stewart, Doug. "Teachers Aim at Turning Loose the Mind's Eyes." *Smithsonian*, 1985.

Additional Resources

Bergman, Charles. "Writing Across the Curriculum: An Annotated Bibliography." From the AAHE Monograph *Writing Across the Curriculum*, Current Issues in Higher Education, Number 3, 1983-84.

Bruffee, Kenneth. "Social Construction, Language and the Authority of Knowledge: A Bibliographical Essay." *College English*, Volume 48, Number 8.

Critical Thinking News, Volume 6, Number 2. Center for Reasoning Arts, California State University, Sacramento, CA 95819.

Washington Center for Undergraduate Education. "A Beginning Bibliography on Collaborative Approaches to Writing and Thinking Across the Disciplines." Olympia, WA: The Evergreen State College, 1988.

Washington Center
for Undergraduate Education

Presenters at the "Writing and Thinking Across the Disciplines" Conference
Spokane, Washington

March 4, 1988

John Bean is Professor of English and Director of the Writing Program at Seattle University. He holds a B.A. from Stanford University and a Ph.D. from the University of Washington. John has published extensively on writing, composition and thinking, and is the co-author or senior author of several major texts: The Process of Writing Arguments (with John Ramage, forthcoming from Macmillan), Form and Surprise in Composition: Writing and Thinking Across the Curriculum (with John Ramage, Macmillan, 1986) and The McGraw College Workbook (McGraw-Hill, 1985). He has recently directed two large writing and thinking across the curriculum projects, the "Montana State University Thinking Skills and Writing Project," (funded by FIPSE and the University of Montana) and "A Third Generation Writing Across the Curriculum Program at Seattle University" (funded by the Consortium for the Advancement of Higher Education, Northwest Bell and the Ackerly Foundation).

Jerry Cederblom received a B.A. from Whitman College and a Ph.D. from the Claremont Graduate School, both in philosophy. He has taught at the University of Nebraska-Omaha since 1972. Beginning in 1974, he helped develop a course in critical reasoning for the Goodrich Scholarship Program (an innovative, highly successful program for low-income students which includes a two-year core curriculum). The co-author of the text, Critical Reasoning, Jerry frequently team-teaches a multi-cultural humanities course, as well as courses in epistemology, ethics and political philosophy. He is an editor and co-author of Justice and Punishment (1977) and is completing a textbook, Ethics in the Workplace.

Deborah Hatch is a lecturer in the English Department at the University of Washington, and a writing consultant for the University's Center for Instructional Development and Research. Through the University's widely regarded Interdisciplinary Writing Program, she teaches writing courses in conjunction with undergraduate courses in the humanities and social and natural sciences. With academic training in English at Swarthmore College, (B.A.) and the University of Massachusetts-Amherst (Ph.D.), Deborah does extensive consulting and teaching both within and beyond the University of Washington in the areas of developing writing assignments and criteria for evaluation, incorporating draft/revision sequences into writing assignments, developing "writing to learn" tasks, and developing course materials and methods to teach discipline-specific writing strategies.

Georgine Loacker is Chair of the Assessment Council and of the Analysis/Communication Division at Alverno College. As a Professor of English at Alverno, she participated in the development of its ability-based education. She continues to contribute to assessment theory and to design in-course and out-of-course assessments of abilities, including critical thinking. Dr. Loacker has served as consultant to faculty in colleges and universities that have sought to identify and/or assess learning outcomes. She writes and conducts research on the process of assessment of individual students. Of her publications, the most relevant to this workshop are Analysis and Communication at Alverno: An Approach to Critical Thinking, 1984, and "The Power of Performance in Developed Problem-Solving and Self-Assessment Abilities," Assessment and Evaluation in Higher Education, University of Bath, to be published in Spring 1988.

Tom Malloy is Associate Professor in Psychology at the University of Utah. With training in psychology at the Universities of San Francisco (B.A.) and New Mexico (M.A. and Ph.D.), his research interests are in the applying of theories and data from cognitive psychology to clinical and educational settings. He is developing a broad Cognitive Pedagogy, with special emphasis in teaching cognitive processes underlying effective writing. From this Cognitive Pedagogy, he has most recently derived classroom techniques designed to teach writers cognitive strategies for developing productive internal audiences, for integrating ideas to produce organized papers, and for generating innovative ideas and themes. His current work continues the development of packages for teaching writing processes as well as branching into teaching students constructive scientific thinking (generating theories and fitting them to data).

Craig Nelson is Professor of Biology at Indiana University. He was trained in Zoology at the University of Kansas (B.A.) and the University of Texas (M.A. and Ph.D.). His research interests are in evolution and ecology, with specific work on evolution of Latin American amphibians. His teaching has revolved around critical thinking, cognitive development and trans-disciplinary connections. His prolific teaching schedule has included course offerings in evolution and ecology, many environmental studies courses, and a seminar on approaches to teaching college biology. He has been involved in the development of a three-course liberal arts cluster, "Knowing, Knowledge and Their Limits: Literature, Psychology and Biology." Craig has received several major teaching awards and fellowships, from the Lilly Foundation, the Amoco Foundation, and from the Indiana University Student Alumni Council.

The Washington Center
for Undergraduate Education presents:

The Third Annual Curriculum Planning Retreat

for faculty teams
planning learning community programs for 1988-89.

Friday afternoon and
Saturday, May 6-7, 1988

Camp Don Bosco,
near Carnation, Washington

This annual retreat is designed for *faculty teams* who are planning to teach together in a learning community, or teams at the initial stages of exploring learning community models. It provides time and space for teams to get well on their way toward planning their learning community programs for next year. It also provides the opportunity for individuals from a variety of campuses involved in learning community work to get to know one another. As is the Washington Center's custom, "kibitzers" will be available to answer questions and assist with curriculum planning efforts.

Questions: Call Jean MacGregor
The Washington Center
SCAN 727-6606, or
(206) 866-6000 ext. 6606

REGISTRATION

The fee for this two-day retreat is $25.00 per person, to defray the costs of food and lodging at Camp Don Bosco. **Checks or purchase orders must be received no later than April 29.**

Name________________________ Department________________

Institution________________________ Phone________________

Check:____

Amount enclosed:________________ or purchase order number________________

Please mail purchase order or check (**payable to The Evergreen State College**) to arrive no later than April 29:

Spring Planning Retreat
Washington Center
L2211, The Evergreen State College
Olympia, WA 98505

There's more! Please fill in additional information on the back of this registration form. Thanks!

Begining and ending times: We will convene at the Camp between 1 PM and 2 PM on Friday, May 6. A light lunch will be served. We'll convene the first plenary session at 2:15 sharp. The retreat provides a mixture of time for your team to do its planning work and plenary sessions. There will be structured sessions on the learning community models, planning tips, and approaches to evaluation. We will adjourn by about 3 PM on Saturday.

To Bring: Your entire teaching team for next year. Your retreat time is best spent if you all can commit to being at the retreat for the entire time. Also: informal clothing (and a sweater or jacket in case it is cool in the evening), bedding or sleeping bag, pillow, towel and flashlight. Sleeping accommodations are smallish rooms with about 4-5 cots each.

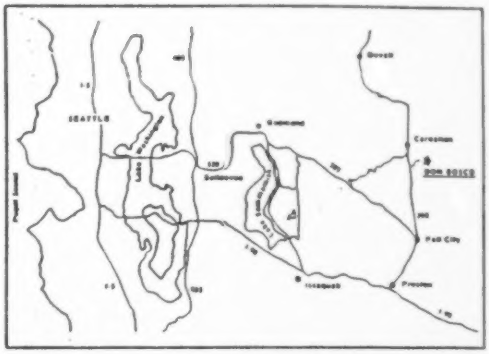
For Planning: Bring newsprint and markers, easels, etc. *If you have taught in a coordinated study program in the past, think about bringing a book display of it, and about 75 copies of your program announcement or book list.* We have found that teams especially appreciate seeing what programs and reading lists have been developed at other schools.

Kibitzers: A growing Washington Center tradition is the providing of kibitzers (informal consultants) to any team who would like to get feedback on their planning or simply bounce ideas around with an extra head. On the registration form, please request a kibitzer if you would like one.

Directions to Camp Don Bosco:
The Camp is located near Carnation, WA., a 45 minute drive from downtown Seattle. From the Preston Exit off I-90, continue North to Fall City. Cross the Snoqualmie River at Fall City, and take an immediate left turn onto Fall City-Carnation Road. Continue about 5 miles to just past Griffin Creek. Turn right on NE 11th and follow the signs.

From State Highway 420 (Evergreen Point Bridge) continue through Redmond onto Fall City-Redmond Road. At Fall City, turn left over Snoqualmie River and proceed as above.

From Tacoma and South, cut over from Auburn (I-5) to I-90 on State Highway 18. Then, turn West toward Seattle on I-90 for a very short distance to the Preston Exit.



The Camp phone number is (206) 333-4973 or 333-6135.

My team is planning a program on:

We'd like some feedback or advice about:

Washington Center
for Improving the Quality of
Undergraduate Education

Third Annual Curriculum Planning Retreat

AGENDA

Friday afternoon

1:00 Arrivals......and Luncheon TIMBERLINE

2:15 Convene......introductions TIMBERLINE
Agenda Review

3:00 PLANNING SESSION I

For in-place teams: open planning time. Use Longhouse, or Dining Hall, or the outdoors, weather permitting.

For first-timers: introductory session on learning community models. (TIMBERLINE)

5:30 Social time

6:30 Dinner DINING HALL
Greetings from Joe Olander, President of Evergreen.

8:30ish Music and dancing! TIMBERLINE
with the Mazeltones

Saturday

7:30 AM Breakfast DINING HALL

Optional: interest group conversations. If you'd like to gather discussion around a particular topic, make a sign for your breakfast table.

8:45 AM PLANNING SESSION II

For in-place teams: open planning time. Use Longhouse, or Dining Hall, or the outdoors, weather permitting.

Also, concurrent sessions which will be announced.

First round: 8:50 - 10:15 TIMBERLINE

Second round: 10:30 - 11:40 TIMBERLINE

11:45 AM Plenary Gathering to see what we've developed. Quick reports and poster session.

12:15 PM LUNCH DINING HALL

1:30 PM CONCURRENT SESSIONS

A. Making learning communities work: a nuts-and-bolts session on administrative issues.

B. Evaluating learning communities: a work-in-progress report on the Washington Center's evaluation efforts.

C. Building the 1988-89 agenda for the Washington Center. A chance to give us some suggestions on what you'd like us to do in the coming year.

D. Or....? Other sessions to be invented on the spot as appropriate.

3:00 PM ADJOURN

Please use the attached evaluation form to give us some feedback on this event! Thanks.

The Washington Center For Undergraduate Education presents:

A Conference on

Critical Thinking Across the Disciplines:

Active & Collaborative Approaches to Enhance Student Learning

Amidst the recent debates about the effectiveness of undergraduate education, two quiet and important reform efforts have been taking place. The writing and thinking across the curriculum movements offer tantalizing suggestions about the very nature of the learning process and the way we structure our teaching. Leaders in these efforts are increasingly stressing the social nature of the learning process, and the importance of thinking, writing and speaking within a disciplinary context. This conference will present both research, theoretical explorations and practical strategies for developing critical thinking, and is appropriate for faculty members in any discipline.

Key Presenters:

Faith Gabelnick, Honors Program, Western Michigan University
Elaine Maimon, Beaver College and Brown University
Robert McKim, Stanford School of Engineering
Ed Morante, The State of New Jersey's College Outcomes Evaluation Program
Robert Young, The University of Wisconsin-Fox River
and presenters from North Seattle Community College, Shoreline Community College, Seattle University and The Evergreen State College.

Presentations and Workshops:

- "Thinking and Writing Across the Disciplines: What's it about and What's at Stake?" Elaine Maimon
- Approaches to visual thinking
- Reading, writing and thinking through book seminars
- Messy problems and tidy ones: approaches to problem-solving
- Cross-cultural perspectives on cognition
- A research seminar: what we know and what we don't yet know about cognitive development
- Designing ways to assess thinking skills
- Developing student perspectives on values

The conference will be held at the Stouffer Madison Hotel in downtown Seattle at 515 Madison Street (Madison Exit off Interstate 5 if driving north; Columbia Street Exit if driving south).

Wednesday and Thursday May 18-19, 1988

Registration begins at 4:00 p.m. Wednesday afternoon.
Conference convenes with a 6:30 p.m. dinner. The conference continues until 5 p.m. Thursday afternoon.

Overnight accommodations: Participants wishing to stay at the Stouffer Madison are encouraged to reserve rooms by calling the hotel at 206-583-0300. If you are interested in sharing a room with another participant, you can locate a roommate by calling us at The Washington Center: 206-866-6000. A block of rooms will be held for us at the Souffer Madison only until *April 27*.

Questions: Call Jean MacGregor, The Washington Center SCAN 727-6606, or 206-866-6000, extension 6606.

REGISTRATION
The workshop fee (including extensive resource material, and all meals Wednesday dinner through Thursday luncheon) is $70. Registration (with check or purchase order) *must be received by May 1.*
Late registration: $85.00.
Registration is limited, and will be honored on a first-come, first-served basis. After May 1, please call to determine if space is still available at the conference.

Name ____________________

Department ____________________

Institution ____________________

City ____________ State ________ Zip ________

Check:
amount enclosed ____________ or Purchase Order Number: ____________

Mail with purchase order or check (payable to The Evergreen State College) to arrive no later than May 1:

Thinking Across the Disciplines Conference
The Washington Center for Undergraduate Education
L 2211, The Evergreen State College
Olympia, WA 98505

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Undergraduate Education
The Evergreen State College
Olympia, Washington 98505

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Olympia, WA
Permit No. 65

The Washington Center for Undergraduate Education presents:

A one-day conference on

Critical Thinking Across the Disciplines

Wednesday evening and Thursday, May 18-19, 1988
at The Stouffer Madison Hotel in Seattle

The Washington Center for Undergraduate Education

- was established in 1985 at The Evergreen State College as an inter-institutional consortium devoted to improving undergraduate education. The Center focuses on low-cost, high-yield approaches to educational reform, with a special emphasis on better utilization and sharing of existing resources through inter-institutional collaboration. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington state legislature.
- includes 33 participating institutions: all of the state's public four-year institutions, twenty-one community colleges, and six independent colleges and universities.
- supports and coordinates inter-institutional faculty exchanges, the development of interdisciplinary "learning community" programs, conferences and seminars on effective approaches to teaching and learning, and technical assistance on topics related to improving teaching and learning.

Washington Center
for Improving the Quality of
Undergraduate Education

AGENDA

Critical Thinking Across the Disciplines Conference
Stouffer Madison Hotel
May 18-19, 1988

Wednesday evening, May 18

4:00 pm **REGISTRATION OPENS** Foyer, Ballroom Level

5:00 pm Reception : Foyer, Ballroom Level

6:30 pm **DINNER** : Municipal Room: Ballroom Level

7:30 pm Opening Remarks and
Opening Discussion led by John Bean, Seattle University

Thursday, May 19

7:30 am **REGISTRATION** continues: Ballroom level

7:45 am Continental **BREAKFAST**: South Compass Room (3rd floor)

8:45 am Opening plenary convenes: South Compass Room

9:00 am **Keynote address: Elaine Maimon. "Thinking and Writing Across the Disciplines: What's it about and What's at Stake?"**
(Moderator: Charles Bergman, Pacific Lutheran University)

10:15 am CONCURRENT WORKSHOPS I

I-A. "Putting Theory into Practice: William Perry's Model and Classroom Realities." Faith Gabelnick, Dean of the Honors College, Western Michigan University. (Room 402)

This workshop will provide a brief examination of William Perry's model of intellectual and ethical development in the college years, but will focus primarily on ways to integrate this model in the classroom. Participants will work with each other to develop actual classroom assignments and appropriate ways to evaluate them. Some knowledge of the Perry scheme is useful, but not required. (Moderator: Virginia Bennett, Shoreline Community College)

I-B. "Thinking Visually." Robert McKim, Professor of Mechanical Engineering, Stanford University School of Engineering. (South Room)

The contribution of thinking with visual imagery is often overlooked in an educational tradition that emphasizes thinking with verbal and mathematical symbols. This workshop will demonstrate the importance of thinking visually by challenging participants to solve problems and then reflect on their own thinking. (Moderator: Jan Ray, Seattle Central Community College)

I-C. "Book Seminars: a Disciplined Dialogue for Developing Thinking Skills." Virginia Darney, Member of the Faculty at The Evergreen State College, and James Harnish, Member of the Faculty at North Seattle Community College. (Room 404)

A book seminar is a unique academic experience. It is not: a class discussion, nor a teacher-centered exposition of important points, nor a stage performance demonstrating that students have done assigned readings, nor an academic dog fight, nor a casual open rap session. Seminar is an authentic, disciplined dialogue between a group of interested learners and the author of a text, a dialogue which searches for new insights and connections which shed light on a general question or theme. This workshop will engage participants in the actual experience of seminar, and will offer practical training on how to plan for readings and the organization of mechanics for leading effective seminars. NOTE: Because there are no passive participants in a seminar, participants in this session will be expected to have read and thought about **Parker Palmer's short paper, "Community in the Academy,"** in the "May Additions" section of the conference notebook.

I-D. "Planning the Assessment of General Intellectual Skills." Edward Morante, Director of the New Jersey College Outcomes Evaluation Program. (Room 408)

New Jersey is currently involved in implementing a statewide, comprehensive program of outcomes assessment at all 31 of its public institutions. The effort is broad-based and highly collaborative. One cornerstone of the program is the development of a centrally defined assessment of general intellectual skills, including critical thinking, problem-solving, quantitative reasoning and writing. Both standards and growth ("value added") will be assessed with a representative sample of freshman, sophomores and seniors. This workshop will provide an overview of this program, with an opportunity to review and critique actual "tasks" (free response items) currently being prepared for a Fall, 1988 pilot study of 3000 students. (Moderator: Will Humphreys, The Evergreen State College)

I-E. "Thinking Tasks: Messy Ones and Tidy Ones." Robert Young, Dean, University of Wisconsin-Fox River. (Room 406)

Our objectives in each discipline include "thinking tasks" which we hope that students will learn to accomplish and then master as a result of our instruction. Solving problems in mathematics, making judgments in the humanities, and making decisions in the professions are examples of these tasks. This session will develop this idea of thinking tasks, and ways of planning courses and curricula that foster success in the teaching of thinking. (Moderator: Jean MacGregor, Washington Center)

12:15 noon LUNCH North and West Compass Rooms (3rd floor)

1:30 pm CONCURRENT WORKSHOPS II

II-A. "What We Do and Don't yet Know about Cognitive Development and the Implications for Instruction." Rita Phipps, Member of the Faculty at North Seattle Community College. (Room 406)

Theories of cognitive development tell us how the mind matures, presumably becoming more intelligent over time. Are these theories valid? This presentation will look at what the theories describe, and what questions they leave unresolved. It will also explore alternative views of the mind. (Moderator: David Paulsen, The Evergreen State College)

II-B. "Pulling Coyote's Tale: Cross-cultural Issues in Cognition." Terry Tafoya, Member of the Faculty, The Evergreen State College. (Room 404)

This workshop will focus on the way in which one's world views (which encompass language, gender, and concepts of power) impede or enhance the manner in which one problem-solves and makes sense of the world. Using a Native American base, the workshop will help participants examine their own ways of understanding and how these can match and mismatch those of students, colleagues and administrators. (Moderator: Barbara Smith, Washington Center)

II-C. "Designing Conceptual Activities for Small Groups in the Classroom." Don Finkel, The Evergreen State College. (Room 402)

This workshop will provide an introduction to an approach for designing activities for small groups in the college classroom--activities which induce students to develop an understanding of central concepts which lie behind the teacher's subject matter. This approach to teaching relies on the teacher's ability to turn the conceptual products of her discipline back into intellectual processes that can produce those products. Thus, in the classroom, the student are asked to do the kind of intellectual work that they typically witness their teacher performing in the delivery of a lecture. **NOTE; In preparation for this session, participants should read "The Design of Intellectual Experience,"** in the "May Additions" section of the conference notebook. (Moderator: Jeff Clausen, Green River Community College)

II-D. "Can Ethics be Taught, and If So, How?" Anne Stephens, Dean of the Faculty, Seattle University's Governors's School of Citizen Leadership, and Jim Wichterman, Dean of the Faculty, The Lakeside School. (Room 408)

This will be an interdisciplinary, team-taught workshop in the theory and practice of ethics, with a closing discussion that will consider whether formal education can change ethical behavior. (Moderator: Anne Harvey, Antioch University-Seattle)

II-E. "Thinking Tasks: Messy Ones and Tidy Ones." Robert Young, Dean, University of Wisconsin-Fox River. (South Room)

Repeat of Concurrent Session I-E. described on page 3. (Moderator: Robert Filson, Green River Community College)

2:45 pm BREAK: Hot and cold beverages served in the South Compass Room.

3:15 pm CONCURRENT WORKSHOPS III

III-A. "Can Ethics be Taught, and If So, How?" Anne Stephens, Dean of the Faculty, Seattle University's Governors's School of Citizen Leadership, and Jim Wichterman, Dean of the Faculty, The Lakeside School. (Room 408)

Repeat of Concurrent Session II-D, described above on this page. (Moderator: Jean MacGregor, Washington Center)

III-B. "Pulling Coyote's Tale: Cross-cultural Issues in Cognition." Terry Tafoya, Member of the Faculty at The Evergreen State College. (Room 404)

Repeat of Concurrent Session II-B, described on page 3. (Moderator: Joseph Roy, Wenatchee Valley Community College)

III-C. "Interdisciplinary Critical Thinking." Patrick Hill, Provost, The Evergreen State College. Respondent: Mark Levensky, Member of the Faculty, The Evergreen State College. (Room 402)

This presentation will examine the Toulmin-McPeck position that all critical thinking is domain-specific, and the relation of that claim to interdisciplinary thinking. Unlike many defenses of the worth of interdisciplinary thinking, Hill sides with Toulmin and tries to arrive at a scheme of what interdisciplinary thinking is, and a definition of the kind of thinking peculiarly appropriate to that inquiry. (Moderator: John Bean, Seattle University)

III-D. "Planning the Assessment of General Intellectual Skills." Edward Morante, Director of the New Jersey College Outcomes Evaluation Program. (South Compass Room)

Repeat of Session I-D. described on page 2. (Moderator: Barbara Smith, Washington Center)

III-E. "Making Thinking a 'Natural Act'-- Developing Faculty Commitment to Thinking Across the Curriculum." Ann McCartney, Member of the Faculty, Shoreline Community College. Respondent: Elaine Maimon, Associate Dean, Brown University.. (Room 406)

This workshop will explore these questions:
- What is it that we want our student to be able to do? (Generic definitions of thinking, vs. discipline-specific definitions of thinking).
- How do we get them to do it? (Teaching strategies).
- How can faculty work together to develop their teaching to promote student thinking?

(Moderator: Patricia Alley, Bellevue Community College)

4:45 pm **RECEPTION AND COFFEE** : For those who would like to wait for the rush hour traffic to abate, there will be refreshments and coffee served in the 3rd floor foyer.

Please remember to leave your evaluation comments with us, or to send them. The FEEDBACK box will be at the reception area on the 3rd floor. Thanks.

Washington Center
for Undergraduate Education

Presenters at the "Writing Across the Disciplines" Conference
Seattle, Washington

May 18-19, 1988

John Bean is Professor of English and Director of the Writing Program at Seattle University. He holds a B.A. from Stanford University and a Ph.D. from the University of Washington. John has published extensively on writing, composition and thinking, and is the co-author or senior author of several major texts: The Process of Writing Arguments (with John Ramage, forthcoming from Macmillan), Form and Surprise in Composition: Writing and Thinking Across the Curriculum (with John Ramage, Macmillan, 1986) and The McGraw-Hill College Workbook (2nd edition, McGraw-Hill, 1988). He has recently directed two large writing and thinking across the curriculum projects, the "Montana State University Thinking Skills and Writing Project," (funded by FIPSE and Montana State University) and "A Third Generation Writing Across the Curriculum Program at Seattle University" (funded by the Consortium for the Advancement of Higher Education, Northwest Bell and the Ackerley Foundation).

Virginia Grant Darney is Director of the Vancouver, Washington campus of The Evergreen State College, and a faculty member in literature and women's studies. She earned her B.A. from Stanford, an M.A. in American Studies from King's College, London, and a Ph.D. from Emory University. Since coming to Evergreen-Vancouver in 1978, she has led seminars for adult learners in an interdisciplinary program in humanities and social sciences. Her current work, the subject of a recent sabbatical leave and a forthcoming National Endowment for the Humanities summer seminar, focuses on feminist criticism of African women writers.

Don Finkel has been a member of the faculty in psychology at The Evergreen State College since 1976. He holds a B.A. in philosophy from Yale University and a Ph.D. in developmental psychology from Harvard. Over the past 12 years, he has been teaching interdisciplinary team-taught coordinated studies programs at Evergreen which have centered on themes and issues in education, health, and social and political theory. With G.S. Monk, he developed the approach to designing conceptual activities for the college classroom which they have described in their manual, Contexts for Learning, and their articles "The Design of Intellectual Experience," and "The Dissolution of the Atlas Complex." More recently, Finkel has been studying the political potential of certain modes of teaching. He has described the result of this work in two connected essays entitled "Hannah Arendt and the Educational Problem of Democracy."

Faith Gabelnick is Dean of the Honors College at Western Michigan University. The Honors College is a four-year program involving 850 students. Dr. Gabelnick has consulted nationally in the areas of critical thinking, cognitive development, learning skills and learning communities. She and John Howarth developed the Honors Learning Community at the University of Maryland. She has recently worked on a three-year critical thinking project funded by the US Department of Education's Fund for the Improvement of Post-Secondary Education, which involves eight liberal arts colleges in Ohio, West Virginia and Pennsylvania.

Jim Harnish, faculty member at North Seattle Community College, teaches history and philosophy, and has team-taught in interdisciplinary, coordinated studies programs on three different campuses in Washington in the past few years. He is presently teaching at The Evergreen State College in a program on Russia/USSR which includes language, literature and history of the Soviet Union. Harnish has a B.A. in journalism from Seattle University and an M.A. in Russian Studies from the University of Washington.

Patrick Hill has served as Vice President and Provost at The Evergreen State College since 1983. From 1969-83, he was a member of the faculty at SUNY-Stony Brook and from 1966-68, at Boston University. His principal teaching interests are in the philosophy of education, community and communication; he is also a widely recognized leader in the curricular reform movement. While at Stony Brook, Hill founded and chaired the Federated Learning Communities, a learning community model that is now being replicated at dozens of colleges across the nation. He has published and spoken extensively on academic community, liberal education, and philosophy. Hill received a Mina Shaughnessy Award for Distinguished Educational Practice in 1983, and was a Danforth Fellow (1963-69) and Associate (1975-82).

K. Ann McCartney has been on the faculty at Shoreline Community College since 1967 and has taught a variety of subjects including critical thinking, basic speech communication, speech for foreign students, marriage and the family, and perspectives on dying. She serves as a consultant to various educational and community groups on educational issues including teaching, thinking and evaluation, and on program design, facilitation and communication skills. She holds Masters degrees in speech from the University of Washington and in psychology from the California School of Professional Psychology. McCartney has been teaching thinking in her classes for the past three years; in 1987, she attended the American Federation of Teachers Critical Thinking "Training the Trainers" Workshop. She has presented workshops throughout the northwest on the teaching of thinking. This year, on her own campus, she is coordinating a major faculty development effort in the area of critical thinking. She is also coordinating the Chinese Fellows Program, a several-month visitation to Shoreline from sixteen faculty members from China.

Robert McKim is Professor of Mechanical Engineering at Stanford University, where he founded the Product Design Program, an interdisciplinary major that features integration of the disciplines of engineering and art. He has developed a dozen new courses at Stanford, including Visual Thinking, an undergraduate course that was the source for his book Experiences in Visual Thinking, 1972. Also an advocate of team-teaching, he has participated in a graduate course that has maintained an enthusiastic collaboration of art and engineering faculty for over 25 years. McKim presents widely on ways visual thinking can be used in almost any problem-solving context.

Elaine Maimon is Associate Dean of the College at Brown University, where her major responsibilities are in curriculum and faculty development. Formerly Associate Vice President and Professor of English at Beaver College, she initiated and directed one of the nation's first programs in writing across the curriculum. Prior to joining the Beaver College English department in 1973, she taught at Haverford College. Her B.A., M.A. and Ph.D. degrees in English were all conferred by the University of Pennsylvania. In 1982-83, she served as Adjunct Associate Professor there, and planned and implemented Penn's program in Writing Across the University. With four colleagues representing a variety of disciplines, she has written two composition textbooks, Writing in the Arts and Sciences, (1981) and Readings in the Arts and Sciences (1984). In 1989, Longman's will publish Thinking, Reasoning and Writing, a co-edited compilation of essays on the teaching of thinking from the perspectives of cognitive psychology, applied logic, and composition.

Edward Morante directs the state of New Jersey's College Outcomes Evaluation Program, widely regarded as one of the more ambitious assessment efforts in the nation. From 1981-84, he directed New Jersey's Basic Skills Assessment Program, another nationally acclaimed effort which served to diagnose and place underprepared students enrolled at two- and four-year institutions in New Jersey. Ed received his Ed.D. in counseling psychology from Teachers College at Columbia University, and has directed the Counseling Center at the New Jersey Institute of Technology in Newark.

Rita Phipps teaches English at North Seattle Community College. Five years ago, after twenty years of teaching writing and literature, she returned to graduate school to study learning and cognition. She is currently a doctoral candidate in educational psychology at the University of Washington. She is doing research on a theory-based cognitive approach to learning and teaching and is the author of a reading, thinking and study skills textbook, The Successful Student's Handbook (University of Washington Press), as well as of articles on related topics. She has been a consultant and trainer in the area of learning, cognition and curriculum development for colleges in the northwest and British Columbia as well as a frequent presenter at state, regional and national conferences. In a 1987 survey, faculty members in the Washington Association for Developmental Education cited her approach as one of the most important influences on their work.

Anne Stephens, Dean of Faculty for the Governor's School for Citizen Leadership, is currently on leave as Chair of the English Department at Lakeside School where she has taught since 1970. She holds a B.A., M.A., and Ph.C. from the University of Washington. With her teaching partner, Jim Wichterman, she has developed two team-taught interdisciplinary courses which combine the study of English and philosophy: one focuses on theories of human nature; the other examines the philosophy, literature and practice of ethics. In the last three years, she has been responsible for developing an integrated curriculum for the Washington Governor's School.

Terry Tafoya is a member of the psychology faculty at The Evergreen State College, where he currently coordinates the Psychological Counseling Program. He also serves as clinical faculty for the University of Washington Medical School and as summer faculty for the Kinsey Institute at Indiana University. He is internationally recognized for his work in cross-cultural mental health. He is a Distinguished Visitor Scholar for Boston University's Center for the History and Philosophy of Science, and his recent "Circles and Cedar: Native American Epistemology and Clinical Issues" will be published as part of the Boston University's 28th Lecture Series. He has published widely on cross-cultural concerns in education, psychology and sexuality and is currently finishing a book, A Different Drummer: Essays on Bilingual Education, a collection of his previously published articles in this field.

Jim Wichterman, teacher of history and philosophy, is Dean of the Faculty at the Lakeside School in Seattle. He received his B.A. in history at Eastern Michigan, an M.A. in philosophy from the University of Washington, and an M.A. in philosophy from the University of London. He has had extensive experience in team-teaching in interdisciplinary courses in both public and private high schools. With Anne Stephens at Lakeside School, he developed the Inquiry courses: interdisciplinary team-taught examinations of ethics and human nature. At the Seattle University's Governor's School for Citizen Leadership, where he has taught for the past two summers, Jim has worked in integrating the teaching of community, ethics and theories of government.

Robert Young is Campus Dean and Professor at the University of Wisconsin-Fox Valley. Previously, he was Director of the Office of Instructional Development at the University of North Dakota and consultant to the Bush Foundation for Faculty Development Programs in the upper midwest. Bob edited one of the first recent volumes on the topic of the teaching of thinking, Fostering Critical Thinking, published by Jossey-Bass in 1980. He has assisted campus-based critical thinking projects and has been a frequent presenter on critical thinking issues at conferences across the country. Bob received his Ph.D. in educational psychology from Michigan State University. Most recently, he has succeeded Kenneth Eble as Editor-in-Chief of Jossey-Bass's New Directions for Teaching and Learning Series.

SEED GRANT PROGRAM

Seed Grant Awards funded with the Ford Foundation Grant: 1986-88

- Fairhaven at Western Washington University - Final Report
- Bellevue Community College - Final Report
- North Seattle Community College - Final Report
- Tacoma Community College - Final Report

Seed Grant Program funded by the state of Washington

- Call For Proposals 1987-88
- List of Seed Grant Awards: 1987-88

- Call For Proposals 1988
- List of Seed Grant Awards: 1988-89

Washington Center for Undergraduate Education

SEED GRANT AWARDS MADE WITH FORD FOUNDATION GRANT FUNDS

1986-87

Bellevue Community College ($3,000) -- for a pilot interdisciplinary learning community linking courses in economics, American studies and English, and for a planning workshop on learning communities for faculty and staff at the college. (Larry Reid, Project Director).

Fairhaven College at Western Washington University ($3,000) -- for a collaborative interdisciplinary program with Whatcom Community College, involving faculty exchanges, and cross listing of a jointly offered, team-taught "Fairhaven Core" course. (Dan Larner, Project Director).

North Seattle Community College ($1250) -- for a series of planning retreats involving faculty from North Seattle, Seattle Central and Bellevue Community Colleges, on different curricular approaches to learning communities. (Jim Harnish and Brinton Sprague, Project Directors).

Tacoma Community College ($4800) -- for two projects involving linked courses. The projects involved linking chemistry and English composition, and business and mathematics. Faculty visited one another's classes and new course work was developed in writing and math to link closely to the respective chemistry and business offerings. (Frank Garratt, Project Director).

BELLEVUE COMMUNITY COLLEGE

October 7, 1986

TO: Barbara Leigh Smith

FROM: Larry Reid, Chairman, Coordinated Studies Steering Committee

SUBJECT: Application for Ford Curriculum Coherence Grant Funds

Thank you for responding to our preliminary draft grant proposal in such a positive and helpful manner. The coordinated studies team has streamlined the original proposal. The total amount of our request is as follows:

planning time for three faculty for Spring Quarter	$2500
funds for a workshop for faculty	500
TOTAL	$3000

Attached will you find more specific information regarding the proposal.

Sincerely,

Larry Reid

Larry Reid, Chairman, Arts and Humanities Division

cc: R. Edmund Dolan, Dean of Instructional Services
Robert Hamilton, Associate Dean of Instructional Services
David Jurji, Social Science Division
Carl Waluconis, Arts and Humanities Division
Karen Houck, Chairperson, English Department
Jerrie Kennedy, Arts and Humanities Division
Julianne Seeman, Arts and Humanities Division
Patricia Williams, Chairperson, American Studies Program
Mike Righi, Social Science Division

WASHINGTON CENTER

Application for Ford Curriculum Coherence Grant Funds

The Goals: (1) Three Bellevue Community College Faculty -- Karen Houck, Pat Williams, and Michael Righi -- are interested in providing an inter-disciplinary learning model for students.

(2) Bellevue faculty will develop a new Federated Learning Community model -- one which will be somewhat different from other models and will be highly applicable for duplication on other community college campuses. The Bellevue model requires no Master Learner. Instead, Pat Williams will teach the American Studies portion of the course, assume responsibility for co-ordinating course activities, and assume responsibility for grading a major portion of the papers; the Federated Learning courses will be her full teaching load. The Federated Learning courses will comprise only one third of the teaching load for the other two faculty.

(3) Bellevue faculty will provide a written record of their experience so that it can be implemented by faculty at Bellevue and faculty at other community colleges.

Proposed Course: The course proposed will integrate material from Economics 260 (Economic History of the US), American Studies 287 (The American Hero), and English 102 (Written Expression, with emphasis on the research paper). English 102 is required for the Associate of Arts degree at Bellevue Community College. Economics 260 and American Studies 287 are among the courses which satisfy area requirements in the Humanities and the Social Sciences. The content of the model will focus on areas neglected in traditional courses -- the economic status and the heroic attributes of American wormen in history and literature. Closely alligned with the content of Economics and American Studies courses, the Written Expression course will look at the precise use of language and the research necessary to discover these important characteristics in the United States. Texts might include such titles as WOMEN WORKING, LIFE IN THE IRON MILLS, and WOMEN AND ECONOMICS.

Institutional Commitment: Two of the three Bellevue faculty applied for and received a a small faculty development grant from BCC in order to plan and then teach the combined courses during the Spring of 1987. In addition, BCC administrators are supporting interidisciplinary courses by lowering class enrollments required for interdisciplinary studies.

Rationale for Requesting Funding: Bellevue faculty feel that the project fits well into the guidelines for requesting curriculum coherence funds for the following reasons:

(1) The Federated Learning Community model consists of courses "tailored" to the common theme chosen by the three faculty involved. Such an approach may have broad appeal to other faculty as a way of introducing them to interdisciplinary and team-teaching models of education. To that end, Bellevue

faculty will provide a new model for other faculty to implement.

(2) Bellevue faculty are requesting funds for a planning workshop -- to be conducted by a member of the Evergreen State College faculty.

(3) Bellevue faculty are requesting funds for planning time during Winter Quarter to

(a) Plan the themes, content, procedures for integrating the course work,

(b) Work with the rest of the campus community -- students, core curriculum planners, registration and advising -- to explain and advocate our approach, and

(c) Plan the means by which we could evaluate and follow up on our project and get wider suppost for this type of teaching model.

Request for Funds:

Planning time for three faculty	$2500
Funds for Workshop for all interested faculty	500
Total	$3000

DATE: October 7, 1986

GRANT APPLICATION

PURPOSE OF GRANT: To provide a workshop to Bellevue Community College faculty, administration, and classified staff with information on interdisciplinary and coordinated studies programs.

AMOUNT REQUESTED: $500.00

Areas workshop might cover:

1. Assistance in campus integration methods
2. Suggestions on scheduling (time blocks, classrooms, etc.)
3. Best way to inform faculty members, classified staff, and administrators about advantages of such programs
4. How to organize a road map for the future, so that courses are coordinated (in terms of a coordinated studies program, not just the individual courses)
5. Publicity of program(s) on campus and in community
6. Suggestions on working with advisers
7. Identify and overcome potential problem areas before they exist, if possible (faculty members teaching traditional classes seeing peers with "light loads," the atypical expenses involved, etc.)
8. Help to devise a plan to make sure people attend the workshop

Bellevue
Community
College

November 20, 1986

Ms. Jean MacGregor
Assistant Director
Washington Center For The
Improvement Of The Quality
Of Undergraduate Education
The Evergreen State College
Olympia, Washington 98505

Dear Jean:

I was extremely pleased to learn the Washington Center had selected Bellevue Community College as a recipient of a $3,000.00 grant to help support the spring quarter 1987 federated learning course.

In our phone conversation on November 10, you suggested that before preparing the contract that we identify how the grant dollars are to be utilized. The total amount of the grant is $3,000.00. $2,500.00 has been earmarked to provide released time for team members to sit in on each other's classes during spring quarter. This $2,500.00 will buy approximately two sections of released time. Bellevue Community College will be providing the third section of released time. The grant also includes $500 for a campus workshop. We are in the process of identifying the membership of a steering committee. One of the committee's first tasks will be to establish a tentative schedule and agenda for such a workshop. I would anticipate scheduling such a workshop late winter quarter. By then, our coordinated studies effort will be well underway and we will have a much clearer notion of what we need to know to help insure the success of such programs.

I hope this has clarified how the grant proceeds are to be used and again, thanks so much for your support of our venture into new and exciting territory!

Sincerely,

Larry Reid, Chairman
Arts and Humanities Division

LR/jds

3000 LANDERHOLM CIRCLE S.E.
BELLEVUE, WASHINGTON 98007-2037
(206) 641-0111

Bellevue Community College
3000 Landerholm Circle S.E., P.O. Box 92700, Bellevue, Washington 98009-2037 (206) 641-0111

January 20, 1987

Jean MacGregor
Assistant Director
Washington Center for the Improvement
of the Quality of Undergraduate Education
The Evergreen State College
Olympia, WA 98505

Dear Jean:

Co-ordinated Studies has gotten off to a good start - we have 65 students working with four instructors in The Televised Mind. I have included a copy of our syllabus. We also did the essay writing - "ideal class" if you are interested in using it for the Perry exercise. We will do another at the end of the quarter. The faculty is also keeping notes of their experiences.

We are in the process of putting together a planning day, similar to the one Seattle just completed. The date is February 28th, from 9-4, tentatively at Robinswood Conference Center, in Bellevue. Lunch will be provided. We hope you will be able to join us. I know your input would be extremely valuable for faculty who are planning programs for the next year.

Thank you for your support and best wishes for an exciting New Year.

Julianne Seeman
Co-Chair, Steering Committee
for Interdisciplinary Studies

MEMORANDUM

DATE: May 9, 1988

TO: The Washington Center

FROM: Larry Reid, Coordinator for Interdisciplinary Studies

SUBJECT: Enrollment information on Interdisciplinary Studies courses.

Below are enrollments figures for all Interdisciplinary Studies courses at Bellevue Community College. Attached are copies of those syllabi and course evaluations I was able to obtain.

WINTER 1987 - THE TELEVISED MIND
# of students enrolled: 60
# of students who completed the course: 55

SPRING 1987 - WORK, FAMILY AND IDEOLOGY
# of students enrolled: 26
# of students who completed the course: 22

FALL 1987 - BEGINNINGS
# of students enrolled: 61
# of students who completed the course: 59

WINTER 1988 - THE NEW HERO
# of students enrolled: 60
# of students who completed the course: 57

FAIRHAVEN

AT

WESTERN WASHINGTON UNIVERSITY

FAIRHAVEN COLLEGE (WWU) - WHATCOM COMMUNITY COLLEGE

Learning Community Project

Proposal to the Washington Center

Description

Whatcom Community College and Fairhaven College are planning jointly to offer the Fairhaven Core program to students at both institutions, team-taught by pairs of faculty (one from each college). The Core program is an integrated set of interdisciplinary, team-taught courses designed to offer students a broad introduction to major areas of human scholarly and creative endeavor, to the methods of acquiring knowledge, to the human activities involved, and to the processes of criticism and valuation involved in each of these areas. The connections between areas are explored along with the distinctions, and students acquire intensive experience in formulating questions, trying out responses, reading critically and appreciatively, doing research on questions raised, writing coherent and convincing papers, and working cooperatively in groups with one or more other persons. Each of these courses is redesigned each time it is offered using new subject-matter emphasis and new topics of focus. For Fairhaven students, the Core (in its entirety--neglecting individual exemptions) is required in lieu of WWU's General University Requirements. For Whatcom students, the six perspectives courses in the Core will count as credit toward the various categories of distribution requirements for the AAS degree.

The project will concentrate in the beginning on one or more of the six "perspectives" courses in the Core. Fairhaven students will take these courses as usual. Whatcom students will sign up for them under Whatcom numbers. Depending on initial demand, Whatcom and Fairhaven students may be mixed in the same section(s).

The traditional teaching methodology in these courses relies on seminar-style discussion, with an emphasis on what students can do (embodied in projects which are conceived sometimes by the instructors, sometimes by students, sometimes by both), rather than on measures of what the student has learned (e.g., examinations). Students' "homework" becomes a part of the work of the class the following day, and students are encouraged to follow their discoveries and interests into special projects in the course of the term. Cooperative projects with other persons are encouraged and often assigned.

Implementation

The process would begin in Winter or Spring, 1987 with a selected faculty member from Whatcom auditing a perspectives course at Fairhaven. One of the two Fairhaven faculty teaching that course would also work with the Whatcom faculty member to plan a new offering of the same course for Fall, 1987.

During Spring or Fall, 1987, another Whatcom faculty member would begin preparation and planning with another Fairhaven faculty member for an offering Winter, 1988. This process would continue until a pool of Whatcom faculty is developed to offer the Core in tandem with the Fairhaven faculty. For the first two efforts at this mutual orientation and preparation, we will seek assistance in providing released time for the Whatcom faculty engaged in the planning, and support for the Fairhaven faculty member taking on this especially challenging preparation. After two additional faculty members have begun the process, later efforts can hopefully be facilitated by using faculty exchanges of one quarter or more which, considering the proximity of the two colleges, will require no external funding or unusual support.

Benefits to Faculty and Students

1. Provide a "development opportunity" for faculty creating new interdisciplinary courses designed for active learners in a learning community.
2. Enrich the WCC A.A.S. degree, and provide exciting new dimension to core studies for both groups of students.
3. Increase the diversity of the student pool for both faculties.
4. Expand faculty resources at little cost.
5. Provide faculty with new colleagues with diverse experience.
6. Provide WCC students with an introduction to FHC.
7. Fulfill a joint resolution of cooperation adopted by the Boards of Trustees of both institutions.

Budget and Funding Request

Released time for one WCC faculty member, one course, Winter or Spring, 1987 (date dependent on interests and background of WCC faculty chosen, and timing of 1986-87 FHC Core offerings):	$1500
Released time for second WCC faculty member, Spring or Fall, 1987:	1500
Two additional released time segments:	3000
Supplementary planning and course materials support:	300
Publicity and recruitment:	5300
Travel:	200
Total:	$7000
Total requested from WACIQUE:	$3300

FHC and WCC will also bear all extra costs related to faculty replacement, support of visiting faculty at either institution, coordinating mixed or separate placement of students, subsequent faculty exchanges, and sustaining the program over the expected initial period of low enrollments.

Supplemental Information

Supplied happily at request.

For more information on the Core program, see p. 18 of the 1985-87 Fairhaven College Bulletin. Other materials are also enclosed which describe the relevant portions of the Core in more detail, including statements of general objectives for each of the "perspectives" courses. and sample syllabuses.

TO: Barbara Leigh Smith, Director, WACIQUE

FROM: Daniel Larner, Dean, Fairhaven College

DATE: October 6, 1986

RE: Fairhaven-Whatcom Joint Learning Community Project

Responses to your questions:

1. We do not know how many students this will serve, but we hope to build to 20-25 WCC students per quarter. If we succeed so far as to have two joint core classes each quarter, we may serve twice that many. See #4 below. A like number of Fairhaven students will be served. We must anticipate that enrollments will require some promotion and patience to build.

2. The letter of support from Whatcom Dean Bill Christopher is on its way.

3. A handful of Whatcom students currently come to Western each year (fewer than ten). We expect that the connection can be beneficial to a broader range of students from Whatcom, particularly those older, more independent students who seem to find Fairhaven such a productive place to study. We have found in the past that the most important barrier to enrolling at Fairhaven is simply lack of knowledge of its character and programs. Through a program of this kind, students who should know of Fairhaven, and who would naturally find it attractive, will have an avenue not only to learn about it, but to experience what it is like to learn through one of its programs, and to work with members of its faculty.

   Student enrollment, however, is only one aspect of the project. Faculty development is another, which we expect will be effective whether or not any given student makes the transition from WCC to FHC.

4. An added piece of important news: I spoke on Friday, October 3, with George Delaney, Dean of Instruction at Skagit Valley College. He is very excited about the project and wishes to join. He is contacting the appropriate administrators and faculty at SVC and we expect to be holding further talks promptly. He will be in touch with you to indicate his interest.

pk

MEMORANDUM FROM FAIRHAVEN COLLEGE, WWU

TO: Barbara Smith, Director, Washington Center

FROM: Daniel Larner, Dean, Fairhaven College

DATE: January 1, 1988

SUBJECT: Final Report, Learning Community Grant, Fairhaven College (WWU) -- Whatcom Community College

THE COURSES

Scientific Perspectives

The first course, Scientific Perspectives, was planned in several stages. Sarah Julin, science faculty member at WCC attended the Winter, 1987 offering of the course, working principally with FHC faculty member David Mason. This produced mixed results, and one sequel was that Gary Bornzin of FHC was chosen to teach Scientific Perspectives with Sarah in Winter, 1988, and to attend the planning retreat during the spring of 1987 with her. That proved to be an exciting beginning, but fate was not to bless these efforts with direct fruition. Sarah was appointed to a temporary, full-time position at Evergreen, which she accepted, and Sue Webber was chosen to take her place.

The offering of the course by Webber and Bornzin in Winter, 1988, proved quite successful. Fairhaven students found the course an exciting introduction to the world of science, and were particularly appreciative of Webber's and Bornzin's ability to help them understand science as a human enterprise, a developing, various set of structures of perception, metaphor and thought, rather than the set of formulaic rigidities which students often inherit from previous encounters. They appreciated the variety of discussions and activities in the course, including their direct experience with observation, data-collecting and theory formation.

The WCC students had the same impressions of the course, but emphasized the difference (which they saw as encouraging and positive) between this course and others in the "science" area which they had taken in college. They particularly appreciated the seminar format and the interaction with both their fellow WCC students and the great variety of Fairhaven students in the class.

Gary Bornzin felt the class was quite successful, though he has reservations of some of the plans which he and Webber set out, which he feels were less than completely successful--items he feels will be important points of improvement the next time out.

Sue Webber also feels the course largely succeeded in its goals because the students emerged with the kind of understanding and skills which the perspectives sequence in general, and Scientific Perspectives in particular, is designed to promote. She emphasized with particular strength the fact that WCC students had emerged with a sense of science as a process than simply a content package. She has gone back to WCC and talked to colleagues about including this kind of course and pedagogy in the WCC science curriculum.

My independent assessment is that the course accomplished its goals with the joint instruction team and the joint body of students as well as it has ever done with only Fairhaven instructors and Fairhaven students. The WCC students do not, as a group, write as well as the Fairhaven students, nor do they have as keen a sense of the value and importance of the process of the self-assessment. Nonetheless, there is every reason to believe that in this course the combination of instructors was beneficial for all students concerned, and the combination of students was beneficial for the WCC students, and at least not adverse for the Fairhaven students.

Cross-Cultural Perspectives

This course was planned during fall, 1987 and winter, 1988 by Michael Burnett of Fairhaven and Alan Richardson of WCC. It was taught in Spring, 1988 by Burnett, Richardson, and Toby Smith, a part-time Fairhaven faculty member whose experience and training in third-world politics and cultures we thought would make an exciting addition to the faculty.

This offering appears to have been generally successful in meeting its goals, but was not received with as much general enthusiasm as the Scientific Perspectives course. The instructors offered to the students a mixture of pedagogical styles, as it turned out, which did not always blend together. Smith was highly disciplined and demanding but looking for imagination and some daring in her students; Richardson was more structured and conventional (with the most emphasis on information and responding exactly to assignments), and was very concerned with encouraging students to analyze the material; while Burnett, with considerable experience teaching this course, was most concerned with developing the students' strengths and their breadth of vision, while encouraging their sensitivities and analytical abilities in this area of study.

The students, on the whole, seem to have met the challenge of responding to this variety of instructional styles and emphases, and mention that challenge in their self-assessments. However, they occasionally found it confusing. Once again, WCC students found the interaction with Fairhaven and its style exciting, while Fairhaven students seem simply to have accepted the presence of the WCC students with almost no comment. Student self-assessments lay emphasis on the variety of cross-cultural knowledge and approaches to the understanding of cultures they encountered in the course, and the changes these learning experiences produced in their general outlook. They seem deeply concerned with the quality of the writing they did in response to assignments.

BUDGET

The amount of the grant, $3,000, designated for released time for WCC faculty to particpate in planning for the two courses, was spent as specified. The budget we submitted also included two additional released time slots for the actual teaching of the courses ($3,000), $300 for course materials and support, $200 for travel, and $530 for publicity and recruitment. The two additional released time slots were provided by WCC, and Fairhaven spent at least the budgeted amount for materials. No money was used for travel, and the $530 for publicity and recruitment was also essentially unspent. It proved unnecessary, since WCC decided to include these offerings among those available to fulfill requirements toward the AA degree.

SEEDING

Sue Webber has already started a process at WCC which will attempt to incorporate course elements, instruction styles, and the learning community structure from the experience in Scientific Perspectives into the WCC curriculum. Seminars for WCC faculty (including Sarah Julin, an original member of the Scientific Perspectives team) will begin in the fall to plan these new curricular efforts. Members of the Fairhaven faculty will be invited to attend for consulation and assistance.

Bill Christopher, Dean of Instruction at WCC, and Daniel Larner, Dean of Fairhaven College, are supportive of further direct efforts at collaboration between the two colleges. Those efforts have been frustrated for 1988-89 by special circumstances. In the first place, the Fairhaven faculty has approved a new experimental version of the Core Program. This will substitute three sequenced pairs of courses for the six courses in the "perspectives" series. Making this new Core work will require special planning, development and coordination efforts. Furthermore, unexpected numbers of successful sabbatical and grant applications have left Fairhaven with only seven full-time faculty members for this year. While the slack will be taken up by experienced part-time instructors, servicing a joint program would be extremely difficult, particularly considering the demands of the new core program.

CONCLUSIONS

On the whole both Fairhaven and WCC personnel feel strongly that something important in the way of learning community experience has been created and propagated. Convincing more faculty at both Fairhaven and WCC that these activities are important and fruitful is a crucial task in assuring that the propagation is successful and continues. The seminars at WCC this fall will be the first step in extending the range of this project.

cc: Bill Christopher
Rose-Mary Barstad

NORTH SEATTLE COMMUNITY COLLEGE

Washington Center

Application for Ford Curriculum Coherence Grant Funds

Goals:

To facilitate contact between faculty from different colleges;
To provide a time and space where experienced faculty can help less experienced colleagues develop models for curriculum development and learning communities, and
To enable faculty teams to put together new interdisciplinary course offerings for 1987-1988.

Objective:

Administration and Faculty from North Seattle and Seattle Central Community College and Bellevue Community will meet together with staff from The Washington Center for the Imporovement of Undergraduate Education for two days, Friday evening through Saturday afternoon, to share ideas, questions and expertise.

Experienced Faculty will donate their time as resources for their colleagues who are interested in planning models of learning communities on their campuses.

Friday's workshop will include goal setting, instructional models, problem solving and brain-storming. Identified instructional teams will meet Saturday to work on their specific courses.

Time and resources will also be available for Administrative staff to brainstorm creative ways to fund the learning communities their faculty develop.

Cost:

25-30 at $50.00 each, board and room, probably at Camp Bishop.
$1250.00

Rationale for Requesting Funds:

This is an inexpensive and effective way to ulitilze inter-college resources for cross curriculum development on the faculty and administrative level.

To: Barbara Leigh Smith
The Washington Center for the Improvement of Undergraduate Education.

From: Jim Harnish, North Seattle Community College and
Julianne Seeman, Bellevue Community College

Subject: Application for Ford Curriculum Coherence Grant Funds

Date: October 3, 1986

Thank you for responding to our preliminary draft. We have included a specific request for money to fund a two day retreat devoted to faculty and curriculum development.

We appreciate your assistance.

Sincerely,

Jim Harnish

Julianne Seeman

NORTH SEATTLE COMMUNITY COLLEGE

Coordinated Studies Planning Committee

AN INVITATION

TO: Any Full-Time Faculty Member Who Has Even Thought About Teaching Coordinated Studies and Interested Administrators and Staff.

FOR: An Orientation Planning Workshop for 1987-88

FROM: Barton, Hall, Harnish, Kischner, Phipps and Sprague

WHEN: Saturday, January 10, 1987, 8:30-3:30 p.m.

WHERE: Michael Kischner's Home on Capitol Hill

Coordinated Studies are thriving at NSCC. Another program is winding up the quarter with students again proclaiming it the most significant learning experience they have had. Two more faculty members have tried Coordinated Studies teaching for the first time and report conversion experiences. Journals are publishing research testifying to the effectiveness of learning communities and multidisciplinary approaches--for vocational as well as academic programs, for "at risk" students as well as gifted ones.

For all these good reasons, the Office of Instruction is committing itself to continued support of Coordinated Studies programs through the 1987-88 academic year. We hope the program will widen to include new faculty and new themes and course-linkages (including academic-vocational linkages).

If you even just think you might be interested in teaching in Coordinated Studies, please join faculty who have done it at this planning workshop. Breakfast and lunch will be served. We are applying for a group grant to reimburse you for expenses incurred. Faculty development credit will be available with prior approval.

After a brief orientation to some ideas and approaches, the main business of the day will be to begin to form compatible teams, develop themes and plan the schedule of Coordinated Studies program for 1987-88 school year.

The first ingredient of Coordinated Studies success is good team chemistry. The second is good planning. So bring your friends or come alone and get hooked up with like-minded teachers. Teams for '87-'88 must be firmed up by the end of Winter quarter.

TO ACCEPT: Call Tresa Berg, Social Sciences, 527-3722, or clip the coupon below and send it to Tresa Berg at 3NC3361A

COORDINATED STUDIES PLANNING WORKSHOP

I have marked my calendar for Saturday, January 10, 1987, and will be there at 8:30 a.m.

Name

Division

1462S:tb

NORTH SEATTLE COMMUNITY COLLEGE
Social Sciences Division

January 23, 1987

MEMORANDUM

TO: Participants and others interested in Coordinated Studies

FROM: Jim Harnish

SUBJECT: Report on Coordinated Studies Workshop

The coordinated studies orientation and planning workshop on Saturday, Jan 10, 1987 attracted 25 faculty, staff and administrators for seven hours of energizing interaction between academics exchanging ideas on themes, books and concepts; creating new approaches to curriculum organization and content; and establishing on-going structures as a means for practical implementation of these new ideas.

The day began with a period of reflective writing to focus the participants' attention on how they saw themselves as teachers and what were their expectations for success.

Next they were introduced to the model and mechanics of coordinated studies and heard from a variety of experienced coordinated studies faculty.

The group was then divided into teams of five to brainstorm a fantasy coordinated studies program including a connecting theme, a list of books and some specific objectives. The intellectual energy and enthusiasm crackled throughout building. The groups laughed and argued and seriously discussed great books and connecting intellectual themes and moral insights and practical politics and cultural influences that would possibly be a part of a program. Within an hour each group had roughed out a scheme for a 15-credit program that everyone in the room, I dare say anyone in the whole school, would love to take. But alas back to reality and practical planning.

After lunch other models for collaborative learning were described by Jean MacGregor from the Washington Center for the Improvement of Education. She introduced the group to federated learning communities, clustered courses, paired courses along with the resources and services of the Washington Center.

We ended the day with some practical planning structures in place and some resolution for follow up activities which included the items below.

A Faculty Seminar to be centered around Willis Nutting's THE FREE CITY will happen on Friday, February 6 from 3-4:30p.m. in the Green Room.

NSCC needs to explore the possibility of instituting Coordinated Studies programs for evening students, for summer school students, and perhaps offerings on weekends as well, in addition to regular Coordinated Studies offering during the day program.

When a faculty group is interested in offering a Coordinated Studies program, who do they see about the details and mechanics of getting it in the program? Answer: there is, as yet, no formal mechanism for that, but there needs to be an administrative level focal person who will take responsibility for several aspects of the Coordinated Studies Program; a person will:

- publish a list of deadlines for getting approvals, for getting proposals to the Curriculum Committee, for getting the course listed in the catalog, etc.
- help foster communications among faculty members who are interested in Coordinated Studies, and help foster such communication among all three campuses.
- help faculty discover and win grant monies for inaugurating Coordinated Studies programs.
- foster communication with the Washington Center for the Improvement of Undergraduate Education (at TESC).
- help faculty coordinate the offerings from quarter to quarter and year to year, as regards themes, sequential offerings, etc.
- help faculty consider possible solutions for moving whole Coordinated Studies teams from campus to campus for a quarter (as one possible partial solution to the current faculty distribution problem in the District.)
- publish a mailer for high school students and new students applying.

Marie has offered to carry these concerns to the Dean for her consideration, in hopes that she will see fit to appoint an administrative level coordinator for Coordinated Studies programs.

It was agreed that NSCC needs a mix of newly developed Coordinated Studies programs, and repeats of Coordinated Studies programs that have been offered before.

And that our planning needs to be done as far in advance as possible, because our students are planning their schedules and studies as much as a year ahead, and they want to know when Coordinated Studies programs will be available.

It might be helpful if some Coordinated Studies programs are more or less sequential, so that there might be some continuity from one quarter to the next. And in that case, it would be good if at least one member of the faculty teams would continue on to the second quarter of the sequence, to help the new program be aware of what has gone before, and to make connections with the past quarter more evident.

The question was raised of how to identify a core planning group with specific people identified to begin planning for each quarter in 87-88. This group would provide coherence among the quarters and perhaps be a temporary task force providing direction for the coordinated studies effort in the near future.

The following faculty members volunteered to be focus persons for inaugurating Coordinated Studies programs for these quarters of next year. So, if you are interested, contact:

Summer quarter '87: Elroy Christenson, Diane Hostetler, Elaine Travenick
Fall '87: Marilyn Smith
Winter '88: Mike Kischner
Spring '88: Rita Phipps

These focus persons will help gather the team and then help the team define the content and structure of the program for that quarter.

Larry Hall, Jim Harnish and Tom Kerns offered to be the focus persons to coordinate the entire 1987-88 Coordinated Studies program, aiming for some integration among the various quarters' programs.

Nancy Snyder, Diane Hostetler and Gerald Schneider offered to look into the ways that Coordinated Studies programs can help Vocational students satisfy General Education requirements. Carol Hamilton expressed interest in a program for developmental students.

The deadlines for Coordinated Studies programs that hope to be implemented during 1987-88 are as follows:

- By the 9th week of Winter Quarter '87, proposals for Coordinated Studies programs for '87-88 ought to be getting defined and clarified.
- By the first week of Spring Quarter '87, teams need to be formed, titles, themes, reading list and standard course equivalencies need to be in writing, and the teams committed to the enterprise.
- By the third week of Spring Quarter '87, proposals need to be in the hands of Division Chairs.

Thus, a Coordinated Studies brochure for the entire year '87-88 will be in place and students will be able to plan for Coordinated Studies a year in advance.

A special note was made that Coordinated Studies is not a separate entity within the College and any faculty member is invited and encouraged to participate.

The following people attended the January 10, 1987 Coordinated Studies orientation and workshop. (7 clock hours).

HUMANITIES

Marsha Barton, English
Elroy Christenson, Art
Carol Hamilton, English/Reading
Diane Hostetler, Drama
Michael Kischner, English
Rita Phipps, English
Marie Rosenwasser, Humanities
Marilyn Smith, English
Mariel Strauss, English
Elaine Travenick, English
Christina C. Zahajko, Language

SCIENCE

Dennis Hibbert, Earth Sciences
B.J. Wills, Biology/Anatomy

SOCIAL SCIENCE

Larry Hall, Psychology
Jim Harnish, History/Philosophy
Tom Kerns, Philosophy
Brett Kischner
Dan Peterson, History

CHILD AND FAMILY

Loretta Albright, Child and Family
Sharon Kovacs, Child and Family

ENGINEERING TECHNOLOGY

Nancy Snyder, Electromechanical Draft

LIBRARY

Jean Johnson, Librarian

ADVISING

Sue Fitzsimmons, Director

WASHINGTON CENTER

Jean MacGregor, Assistant Director

1541S

MEMORANDUM

DATE: March 2, 1987

TO: Participants and others interested in inter-disciplinary studies

FROM: Larry Reid

SUBJECT: Report on inter-disciplinary studies workshop

The inter-disciplinary studies planning workshop on Saturday February 28, 1987 drew twenty-five participants representing the Arts and Humanities, Social Science and Science Divisions. In addition two division chairmen, the Dean of Instruction and Mark Levensky from The Evergreen State College attended the workshop. The workshop was designed to (1) acquaint faculty unfamiliar with learning communities to a variety of inter-disciplinary models, (2) to provide planning time to brainstorm ideas for inter-disciplinary courses (3) to initiate the planning for the actual program of inter-disciplinary courses for the 1987/88 academic year.

The workshop began at 9:00 a.m. with a writing exercise in which participants were asked to describe the factors that had influenced their career decisions and to define where they presently were in regards to their career.

Next, participants were provided with a brief history of the Washington Center and BCC's affiliation with the Washington Center.

Participants were then given hand-outs showing the various models of learning communities. Jerrie Kennedy described each of the models---citing examples and illustrations of how each might work on our campus.

After lunch the group was divided into teams to work on designing actual inter-disciplinary courses. Those faculty who came to the workshop with teams already formed were allowed to continue to develop their programs. The remaining participants were divided into teams of three or four members and were asked to come up with themes, books and objectives. It was obvious that faculty were highly enthusiastic about this exercise. Each group could be heard argueing, planning, laughing and discussing all the possibilities. The teams re-convened after approximately an hour and a half and shared their themes, book lists and objectives.

The final portion of the workshop was devoted to identifying long range goals as well as short-term timelines for mounting a program for the 1987/88 academic year.

Faculty intending to propose inter-disciplinary courses were given forms to be submitted to the Inter-Disciplinary Steering Committee by March 6, 1987. They were informed about the retreat to be held May 8 and 9. They were informed that the Steering Committee would be selecting the fall 1987 program by mid-March.

The workshop was an unqualified success. Participants unfamiliar with learning communities were clearly informed. Those familiar with learning communities were able to provide examples and illustrations to the newcomers as well as do specific planning for their own programs. At the end of the day, all twenty-five participants reported they felt energized and excited about the potential for next years program.

The next step will be for the Steering Committee to actually select the slate of programs for the 1987/88 academic year. Proposals are to be submitted by March 6, 1987 and the Steering Committee will be making the selection on Monday March 9, 1987.

AGENDA

INTER--DISCIPLINARY STUDIES WORKSHOP

SATURDAY FEBRUARY 28TH

TIME: 9:00 A.M.

LOCATION: PAT WILLIAMS' HOUSE --4032 92nd NE, Bellevue (Yarrow Point)
455-3348

Thank you for your prompt RSVP-----we're very pleased you'll be attending the Feb. 28th Inter-disciplinary Studies workshop. We'll start the morning off with coffee and rolls (9:00 a.m.) and begin the workshop promptly at 9:30.

Please bring pads, pens and your ideas for an inter-disciplinary course. Lunch will be provided. Dress casually.

9:30 a.m. - A reflective writing exercise

10:30 a.m. - Bellevue Community College and the Washington Center Project

10:45 a.m. - An introduction to various learning community models

11:45 a.m. - LUNCH (will be provided)

1:00 p.m. - Divide into teams to brainstorm an inter-disciplinary course (including a connecting theme, list of books and specific objectives).

2:00 p.m. - Sharing the various models

3:00 p.m. - Identifying the timelines for submitting proposals

Directions to Pat Williams' house:(as told in Pat's own words) from the east side get on 520 toward Seattle on any entrance EXCEPT 84th st (Hunt's point; that one takes you only to Seattle). Take the last exit before the Evergreen Point Bridge--92nd. Turn right. Go 7-8 blocks. On right where trees hang over the road and big rocks in front, a white house set back from the road with big trees in front. 4032 on porch behind the rhodies and hard to see from the road. 42nd goes left and dead ends on 92nd. If it continued, it would go up my driveway on the right; so as you can see, the streets and numbers don't make much sense. Actually it's easy to find.

From Seattle on Evergreen Point Bridge take the first exit--84th. Go straight and you end up on 92nd---can't go wrong. Turn left, go back over the freeway and down Yarrow Point and follow above directions to house

From Bellevue etc. Go west on NE 8th until you get to the stop light on 92nd. Turn right and go 2-3 miles. You will end up on Yarrow Point.

If you have any questions about the workshop please feel free to contact me at 641-1041.

See you on Feb. 28th! --------------Larry Reid

PARTICIPANTS AT THE FEBRUARY 28, WORKSHOP FOR INTERDISCIPLINARY STUDIES

ARTS AND HUMANITIES

Pat Williams
Jerrie Kennedy
Carl Waluconis
Karen Houck
Pauline Christiansen
Jackie Hartwich
Gary McGlocklin
Julianne Seeman
Linda Leeds
Gloria Mercer
Craig Sanders

HUMAN DEVELOPMENT

Helen Taylor

BUSINESS

Linda Jangaard

SOCIAL SCIENCE

David Jurji
Michael Righi
Tom McPartland
Charles Treneer
Douglas Roselle

SCIENCE

Larry Curnutt
Betty Lyons

ADMINISTRATION

Larry Reid
Mike Talbott
Ed Dolan

GUESTS

Mark Levensky, The Evergreen State College

NORTH SEATTLE COMMUNITY COLLEGE
OFFICE OF INSTRUCTION

MEMORANDUM August 22, 1988

TO: Jean MacGregor, Assistant Director
Washington Center for the Improvement of the Quality of Undergraduate Education

LCharnley
FROM: Lucile Charnley, Dean of Instruction

SUBJECT: Report on 1987 Seed Grant Program

The Washington Center seed grant which North Seattle Community College received for 1987 was an important catalyst for getting us started in our now well-established coordinated studies program. We had grand ideas of what we needed when we wrote the grant application. Namely, we thought it would be best to gather representatives from surrounding colleges, especially Seattle Central and Bellevue Community Colleges who either had successful programs or who were also attempting to launch one. But we soon realized that a more modest activity involving only our own faculty was more practical and would be more successful.

So with a small amount of money much was accomplished. A one-day conference for over twenty NSCC faculty and staff was held. Three teams for 1987-88 programs were organized and the administrative structure to secure the continuation of coordinated studies into the future was established.

We then packaged this model conference and exported it to Bellevue where they also successfully launched their program and established the necessary structures to enable them to continue coordinated studies on their campus. A modified version of this conference was also used at Seattle Central in order to plan for the future direction of their program which had been firmly established long before we began.

So far as the grant objectives are concerned, we more than fulfilled our plans. I am enclosing a report on the conference/workshop, a copy of the invitation we sent out to faculty, and a brochure describing the 1987-88 programs that resulted from our work at that conference.

LC:cc
Enclosures (3)
1847D

TACOMA COMMUNITY COLLEGE

TACOMA
COMMUNITY
COLLEGE

Executive Dean
Academic and Student Affairs

MEMORANDUM

DATE: October 7, 1986

TO: Washington Center

FROM: Tacoma Community College/Frank Garratt

RE: Ford Foundation/Center Grant: Revised Proposal

Objective: To promote the use of writing as a learning mode and to enhance coherence in the arts and sciences curriculum by linking Chemistry 100 (Principles of Chemistry) and English 101 (College Freshman Composition).

Request: Release time from one course for one quarter for two instructors: Paul Jacobson, Chemistry, and Marlene Bosanko, English, at a cost of $3,200. The release time will occur in Winter Quarter 1987 and will provide the instructors with the time necessary to attend each others' classes, to work together to integrate their courses, and to prepare new course materials. The linked courses will be taught in Spring Quarter 1987.

The instructors will investigate ways to incorporate writing into the study of chemistry and to develop appropriate chemistry-related topics for a writing class. The instructors plan to coordinate their work with similar efforts now in place at the University of Washington. During the quarter they are granted release time they plan to meet with Joan Graham and others in order to benefit from the work that has already been done in this area.

Rationale: Recent research has clearly established that writing improves learning and fosters clearer thinking. Students who write about their subjects learn better and learn more than students who do not write. This project will give students a relevant context in which to write their English papers, providing them an opportunity to better master chemistry at the same time. Students will be required to enroll concurrently in designated sections of English 101 and Chemistry 100.

(206) 756-5022 or SCAN 548-5022
COMMUNITY COLLEGE DISTRICT 22 5900 S. 12TH STREET, TACOMA, WASHINGTON 98465
AN EQUAL OPPORTUNITY EMPLOYER

If successful, this project will be used as the basis for linking other content courses with writing classes. By way of encouraging other faculty to make similar efforts, Dr. Jacobson and Ms. Bosanko will report the results of this effort to the College's Instructional Council and to its Professional Development Committee.

The college's administration is prepared to support similar efforts wherever faculty express interest. Faculty have been assured that courses linked in this manner will not be cancelled if their enrollments are low.

TO: Dean Frank Garratt

Paul Jacobson

FROM: Paul Jacobson and Marlene Bosanko Marlene Bosanko

DATE: May 21, 1987

SUBJECT: WCIQUE GRANT REPORT

To fulfill a portion of the current WCIQUE contract, two instructors, Mrs. Marlene Bosanko and Dr. Paul Jacobson, were each provided with 1/3 release time last Winter Quarter so that they could attend and study each other's courses. In that way, supplemented by weekly conferences, they prepared themselves to offer a linked pair of courses, English 101 and Chemistry 100, during Spring Quarter, 1987.

The contract obligations have now been completed with no further expense beyond the cost of the release time. For Mrs. Bosanko, the primary benefit of the project was the chance to study chemistry for the first time. With no prior formal study of chemistry, she needed to learn the concepts of the basic course. For Dr. Jacobson, the primary benefits were the opportunity to review basic writing concepts, and the opportunity to improve his grasp of good sentence structure.

The two instructors are now following up on their training by offering the linked courses to twenty-two enrolled students. For the English 101 course, a specially selected textbook offers scientifically oriented examples of good writing. The conventional classroom exercises and outside assignments in English 101 are being modified in order to emphasize the principles of both Chemistry 100 and those of general science. At the same time, the Chemistry 100 class is being modified to include such experiences as outside writing assignments, essay questions on examinations, and classroom critiques of laboratory report writing.

An informal evaluation at mid-quarter indicates that several major instructional advantages have already become apparent. Foremost is the ready-made support group which joint registration in the two courses has created. There is more studying together, mutual assistance, and comradeship among the students in the linked classes than is evident in regularly scheduled classes. Secondly, since instructional activities spill over from one of the classes to the other, there is an obvious reinforcement of each discipline. At this point, both Mrs. Bosanko and Dr. Jacobson are enthusiastic about the excitement and achievement they are observing in the classes. They are already planning to repeat the offering of the linked courses in the fall.

TACOMA
COMMUNITY
COLLEGE

Executive Dean
Academic and Student Affairs

MEMORANDUM

DATE: October 7, 1986

TO: Washington Center

FROM: Tacoma Community College/Frank Garratt

RE: Ford Foundation/Center Grant: Revised Proposal

Objective: To enhance coherence in the Business Administration curriculum by integrating Economics 201 (Principles of Economics) and Math 156 and Math 157 (Business Calculus).

Request: Release time from one class for one quarter at a cost of $1,600. The release time will provide math instructor Sue Butschun with the time necessary to take Economics 201 and to develop algebra and calculus examples, exercises, and problems based on Economics 201 content. It is estimated that this project will require approximately two hours per day for one quarter.

The release time is planned for Winter Quarter 1987. Coordination between the two courses will begin Spring Quarter 1987 and should continue for some time since Ms. Butschun and Mr. Keely are the principle faculty members who teach business calculus and economics. Students who take these courses at TCC take them from these two instructors.

Rationale: Business Administration students are now required to take Economics 201 and Math 156 and Math 157. Developing mathematics material based on the economics course will reinforce important economics concepts in the math course as well as make the math course less theoretical. The project will clarify much of the content in the economics class while providing relevant and realistic applications of mathematics principles formerly taught in the abstract.

The projects' greatest impact will be felt by business students and, to a lesser extent, engineering students, many of whom are advised to take Economics 201.

(206) 756-5022 or SCAN 548-5022
COMMUNITY COLLEGE DISTRICT 22 5900 S. 12TH STREET, TACOMA, WASHINGTON 98465
AN EQUAL OPPORTUNITY EMPLOYER

Since business students are required to take Economics 201 and Math 156 and 157, and since these courses are offered virtually every quarter, there is great potential for this project's benefits continuing for quite some time. The courses will be offered back to back. Business administration students will be advised to register for both economics and calculus during the same quarter, but they will not be required to do so.

Ms. Butschun has been given material, describing La Guardia Community College's course clusters. To the extent that her contacts with La Guardia prove fruitful, it is possible that linking these two courses could result in more comprehensive efforts to bring greater coherence to the business curriculum.

Ms. Butschun proposes to share the benefits of this project with colleagues by reporting on it to both the math and the business departments and by sending to appropriate schools' business departments a description of the project and its benefits.

The college's mathematics department, business department and instructional administration support this proposal.

TACOMA
COMMUNITY
COLLEGE

MEMORANDUM

DATE: April 13, 1987

FROM: Sue Butschun

SUBJECT: Washington Center for the Improvement of the Quality of Undergraduate Education.

TO: Frank Garratt, Vice President for Academic and Student Affairs
Barbara Leigh Smith

During my one-third release time Winter Quarter 1987:

1. I attended the Econ 201 (Micro Economics) taught by Timothy Keely. I have taken extensive class lecture notes, along with text notes, and have tried to specifically identify topics that would lend themselves to examples and exercises for students in both Math 156 and 157, as well as in the Micro Economics course.

2. While sitting in the Econ 201 class as a "student", I observed the other students' reactions and noted areas that seemed to be troublesome and which might lend themselves to clarification through specific college algebra and calculus examples.

3. And, I have studied the material to assure my own understanding!

This release time has thus enabled me to attend the Econ 201 class, take notes, identify topics suitable for problem development in college algebra and calculus, identify topics that would benefit most through problems and examples in developing the economics concepts, and to study the material myself!

I now plan to continue this project by the following activities:

1. Write a summary of my economics class and text notes.

2. Write specific types of problems as "model problems" for the areas and ideas identified as I sat in the economics class.

3. Then, as time permits, write a number of problems of each type and thus develop a "library" of problems and examples for use in Math 156, Math 157, and Econ 201.

The one-third release time was enough to allow me to get this project well-started. The development of an entire "library" of problems will have to be done over the next several years.

My goal now is to develop sufficient examples and problems for Math 156 and 157 by Winter Quarter of 1988 so that I can begin demonstrating to my students a coherence between their mathematics and economics coursework.

In the new catalog course descriptions for Math 156 and Math 157, I will state that:

> "Students with Accounting, Business Administration, or Economics majors are strongly encouraged to take Econ 201 concurrently with either Math 156 or Math 157."

We will also encourage engineering students to take Econ 201 concurrently or after Math 124.

cc: Ivonna McCabe, Chair, Math-Science Division
Timothy Keely, Chair, Department of Economics and Business Administration

Washington Center
for the Improvement of the Quality of
Undergraduate Education

The Evergreen State College
Olympia, Washington 98505

206 866-6000

Barbara Leigh Smith
Director

Jean MacGregor
Assistant Director

1987-88 SEED GRANTS PROGRAM

CALL FOR PROPOSALS and APPLICATIONS PROCEDURE

For the fiscal years 1987-88 and 1988-89, the Washington Center for Undergraduate Education is pleased to announce a Seed Grants Program to provide support for faculty and curriculum development projects at and between participating institutions in the Washington Center consortium. Institutions affiliated with the Washington Center are encouraged to apply for grants from $500 to $3,000. The objective of the Seed Grant program is to encourage collaborative, boundary crossing efforts -- between disciplines and institutions -- to build and improve curricular coherence, and to improve teaching effectiveness in the state's two- and four-year institutions.

The 1987-88 round of Seed Grant funds will support projects and programs that will take place Winter, Spring or Summer Quarters of 1988. A new cycle of Seed Grants will be announced early in 1988, for projects to take place during the 1988-89 fiscal year.

The Washington Center provides seed money only, on a one-time basis, and expects institutions to fund the ongoing costs of new programs. The Center is particularly interested in proposals for model programs which are transferable to other institutions, and projects that address multiple issues simultaneously, for example, faculty development and curriculum development.

Seed grant awards will be made in the following categories:

1. Model Program Development: curricular models which enhance curricular coherence and build learning communities. Previous Washington Center seed grants have supported the development of linked courses, model learning community planning and design, and inter-institutional collaboration in developing jointly offered programs. For efforts to initiate or improve model programs, priority will be given to the following:

Established in 1985

Participating Institutions:
Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Eastern Washington University, Edmonds Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, Skagit Valley College, South Puget Sound Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Washington State University, Wenatchee Valley College, Western Washington University, Whatcom Community College, Yakima Valley Community College.

a. Start-up funds for planning new programs, such as partial release time for faculty planning new programs, consultants to help with planning on content or pedagogical issues, or to help with developing proposals, planning or training workshops, retreats and small seminars to support the planning effort.
b. Subsidies for enrollment shortfall during the first quarter of a new program.
c. Support to plan and implement support services for model programs such as recruitment or advising efforts.
d. Support for extraordinary expenses associated with ongoing model programs, such as evaluation or assessment efforts.

2. _Conferences and workshops_: In-state working retreats, seminars or workshops which relate to improving teaching effectiveness, primarily across the disciplines. In the past two years, Washington Center workshops have revolved around such themes as learning community models and learning community curriculum planning, active and collaborative learning, writing and reasoning across the curriculum, and cognitive development during the college years. Funds might be used to support conference planning, speakers, workshop leaders or facilitators, conference site rental and food, and support materials. _Proposals in this category must involve more than one institution_. Joint proposals from two- and four-year colleges are particularly encouraged.

Proposal Guidelines: Projects must demonstrate wide institutional impact. Evidence of ongoing institutional commitment is required. There must be substantial cost-sharing associated with each project: proposals should demonstrate that 50% or more of the total costs of the project will be borne by the participating institution(s). All proposals must be developed jointly by faculty and/or academic staff and administrators. All funded projects must participate in the evaluation process used by the Center; this generally involves program documentation, summary reports and written evaluations by project participants within 90 days of the project's end.

Eligibility: Applicants must be participating institutions of the Washington Center, but multi-institutional proposals may also include institutions not currently members of the consortium.

Proposal Organization: Proposal narratives should be no more than five pages in length. They should provide a project abstract, an introduction and problem statement, project objectives, and implementation plan and timetable for the proposed effort. They should identify the planners of the project, and should indicate a commitment to extension of the project or work beyond the seed grant. Budgets should detail how the institution(s) will share the cost of the project. No indirect costs will be paid by the Washington Center.

Preliminary proposals are encouraged, but must be received at least three weeks prior to the final deadline to receive comments. Interested individuals are encouraged to contact the Center staff for assistance in developing project ideas.

Deadline: Proposals must be postmarked or hand delivered to the Washington Center offices no later than the close of business on October 30th, 1987. They should be directed to:

Seed Grant Program
Washington Center for Undergraduate Education
L 2211
The Evergreen State College
Olympia, WA 98505

Review process: An inter-institutional review committee, appointed by the Washington Center planning committee, will review and act on all proposals by November 20, 1987. Successful proposals will result in a contractual agreement between The Evergreen State College (as fiscal agent for the Washington Center) and the requesting institution.

Washington Center for Undergraduate Education

SEED GRANT AWARDS

1987-88

Antioch University ($3,000) -- for the development of a program of advanced undergraduate study for inmates at the Monroe State Reformatory, to complement course work offered by Edmonds Community College. (Sally Fox, Project Director).

Centralia College ($6,000 over 2 years) -- for funding to assist in its efforts to institutionalize learning communities. The project includes a year-long sequence of learning community model programs in the 1988-89 academic year with an additional faculty acting as a "kibitzer/planner" to the team, and a series of all-faculty seminars and retreat on learning community planning and evaluation. (Don Foran, Project Director).

Green River Community College ($3,000) -- for a joint effort with the Physic Education Group at the University of Washington to develop laboratory and classroom materials that make physics more accessible, especially to students who have difficulty with abstract concepts. (Marvin Nelson and Rebecca Green, Project Directors).

Shoreline Community College ($3,000) -- for a Thinking Across the Curriculum faculty development effort. Faculty workshops on critical thinking occurred through Winter and Spring quarters of 1988. (Ann McCartney, Project Director).

Spokane Falls Community College ($6,000 over 2 years) -- to initiate a coordinated studies learning community program beginning in Spring 1988. The Washington Center award will allow Spokane Falls to staff the coordinated studies team for five quarters with one extra part-time faculty who will act as a kibitzer and join the team in the succeeding quarter. (Steve Reames, Project Director).

The University of Washington School of Nursing ($2,000) -- for a joint working conference with the nursing faculty at community colleges in the Puget Sound area. The March 1988 conference focused on competencies (and their curricular implications) for both the associate and bachelor degree programs. The conference drew 90 participants representing every nursing program in the state as well as some out-of-state observers. (Ann Loustau, Project Director).

Yakima Valley Community College ($1700) -- for an integrated cluster of courses in biology, composition and critical thinking to be offered in Spring, 1988. (Dee Tadlock and Eric Mould, Project Directors).

Washington Center
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Undergraduate Education

The Evergreen State College
Olympia, Washington 98505

206-866-6000

Barbara Leigh Smith
Director

Jean MacGregor
Assistant Director

1988 SEED GRANTS PROGRAM

CALL FOR PROPOSALS and APPLICATIONS PROCEDURE

For the fiscal year 1988-89, the Washington Center for Undergraduate Education is pleased to announce a Seed Grants Program to provide support for faculty and curriculum development projects at and between participating institutions in the Washington Center consortium. Institutions affiliated with the Washington Center are encouraged to apply for grants which usually range from $500 to $3,000 maximum per year. The objective of the Seed Grant program is to encourage collaborative, boundary crossing efforts -- between disciplines and institutions -- to build and improve curricular coherence, and to improve teaching effectiveness in the state's two- and four-year institutions.

The 1988 round of Seed Grant funds will support projects and programs that will take place Summer or Fall Quarters of 1988, and/or Winter and Spring Quarters of 1989.

The Washington Center provides seed money only, on a one-time basis, and expects institutions to fund the ongoing costs of new programs. The Center is particularly interested in proposals for model programs which are transferable to other institutions, and projects that address multiple issues simultaneously, for example, faculty development and curriculum development.

Seed grant awards will be made in the following categories:

1. Model Program Development: curricular models which enhance curricular coherence and build learning communities. Previous Washington Center seed grants have supported the development of linked courses, model learning community planning and design, and inter-institutional collaboration in developing jointly offered programs. For efforts to initiate or improve model programs, priority will be given to the following:

ablished in 1985

Participating Institutions:
Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Eastern Washington University, Edmonds Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, Skagit Valley College, South Puget Sound Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Washington State University, Wenatchee Valley College, Western Washington University, Whatcom Community College, Yakima Valley Community College.

a. Start-up funds for planning new programs, such as partial released time for faculty planning new programs, consultants to help with planning on content or pedagogical issues, or to help with developing proposals, planning or training workshops, retreats and small seminars to support the planning effort.
b. Subsidies for enrollment shortfall during the first quarter of a new program.
c. Support to plan and implement support *services* for model programs such as recruitment or advising efforts. However, equipment and library acquisitions will not be considered in this category.
d. Support for extraordinary expenses associated with ongoing model programs, such as evaluation or assessment efforts.

2. *Conferences and workshops*: In-state working retreats, seminars or workshops which relate to improving teaching effectiveness, primarily across the disciplines. In the past two years, Washington Center workshops have revolved around such themes as learning community models and learning community curriculum planning, active and collaborative learning, writing and reasoning across the curriculum, and cognitive development during the college years. Funds might be used to support conference planning, speakers, workshop leaders or facilitators, conference site rental and food, and support materials. *Proposals in this category must involve more than one institution*. Joint proposals from two- and four-year colleges are particularly encouraged.

Proposal Guidelines: Projects must demonstrate wide institutional impact. Evidence of ongoing institutional commitment is required. There must be substantial cost-sharing associated with each project: proposals should demonstrate that 50% or more of the total costs of the project will be borne by the participating institution(s). All proposals must be developed jointly by faculty and/or academic staff and administrators. All funded projects must participate in the evaluation process used by the Center; this generally involves program documentation, summary reports and written evaluations by project participants within 90 days of the project's end.

Eligibility: Applicants must be participating institutions of the Washington Center, but multi-institutional proposals may also include institutions not currently members of the consortium.

Proposal Organization: Proposal narratives should be no more than five pages in length. They should provide:

- a project abstract
- an introduction and problem statement
- project objectives
- an implementation plan and timetable for the proposed effort.

The proposal should also identify the planners of the project, and should indicate a commitment from an appropriate administrator to extend the project or effort beyond the seed grant.

The proposal budget should detail how the institution(s) will share the cost of the project. No indirect costs will be paid by the Washington Center.

Preliminary proposals are encouraged, but must be received at least three weeks prior to the final deadline to receive comments. Interested individuals are encouraged to contact the Center staff for assistance in developing project ideas.

Deadline: Proposals must be postmarked or hand delivered to the Washington Center offices no later than the close of business on Thursday, March 31st, 1988. They should be directed to:

Seed Grant Program
Washington Center for Undergraduate Education
L 2211
The Evergreen State College
Olympia, WA 98505

Review process: An inter-institutional review committee, appointed by the Washington Center planning committee, will review and act on all proposals by April 30, 1988. Successful proposals will result in a contractual agreement between The Evergreen State College (as fiscal agent for the Washington Center) and the requesting institution.

Washington Center for Undergraduate Education

SEED GRANT AWARDS

1988-89

Eastern Washington University ($3,000) -- to support and evaluate the continuing development of Freshman Interest Groups, a course-clustering learning community model. (Jeffers Chertok, Project Director).

Eastern Washington University ($3,000) -- for expanding Eastern Washington's "Gender Balancing the Curriculum" effort, which assists faculty in building female perspectives into existing undergraduate courses.

Everett Community College ($3,000) -- to launch "Women on the Move Toward a Four-Year Degree," a learning community program of clustered courses over a full academic year, specifically targeted to returning adult women students. (Marcia Mixdorf and Kristi Francis, Project Directors).

Seattle Central Community College ($3,000) -- to develop a new Core Curriculum in the Allied Health program built around a learning community model. (Myrtle Mitchell, Project Director)

Seattle Pacific University ($800) -- to support an annual, regional conference to foster interdisciplinary scholarship in European languages and literature, which, among other things, would provide an inter-institutional forum for addressing issues common to language faculty members. (Thomas Trzyna, Project Director).

The Evergreen State College ($2,585) -- to support a series of inter-institutional working seminars, and a conference on library teaching practices and library pedagogy. (Sarah Pederson, Project Director).

University of Washington ($3,000) -- to support the transfer of a model, highly successful department-based writing center to other departments on the University of Washington campus. (Deborah Hatch, Project Director).

Washington State University ($1812) -- to explore and evaluate the intellectual development of students enrolled in a variety of English composition courses at WSU. (Susan McLeod, Project Director).

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